MOTIVATION TECHNIQUES IN THE
U. S. NAVY.

By

LCDR Roger F. Smith

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A SCHEME FOR ENCOURAGING THE APPLICATION OF MOTIVATION TECHNIQUES BY OFFICER ADMINISTRATORS OF THE UNITED STATES NAVY

A Thesis Presented for the
Degree of Master of Science
in Public Administration

BY

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PREFACE

Good personnel administration will never cease to be an art, and yet it is becoming more and more a science. Industrial leaders have frequently referred to it as human engineering. Psychologists and personnel administrators now refer to some of their rapidly improving methods and techniques as tools of their science. There are reasonably satisfactory tools for measuring the abilities of a man. There are reasonably good instruments for classifying him, rating him, and placing him in a proper job. Psychologists can do a fairly satisfactory job of conducting opinion polls and attitude surveys, but something is certainly missing, for industrial workers strike, sailors in the U. S. Navy make unnecessary complaints, and both groups believe in erroneous theories, which only serves to separate the crews and their officers unnecessarily.

Any mathematician solving a difficult problem likes to check his work by a different method. It is my belief that the method presented herein is at least a good method to be used by leaders in checking for omissions and possible suggestions regarding the personnel situation. It is just as sound as the check-off list for accurate material

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The list, presented in this Thesis, is designed for use by leaders in the United States Navy. It is necessary to limit the situation covered to the Navy in order to keep the check-list brief and workable for a specific situation. It is the hope of the author that this list will develop and grow to be a useful scheme, or tool of personnel administrators, in or out of the Navy. If this list will aid any Navy officers to maintain their personnel in the highest state of efficiency, usefulness, enthusiasm, and readiness for emergencies, it will have served its purpose.

The author is deeply indebted for encouragement, careful consideration of his ideas, and for many useful suggestions to Dr. Harvey Walker, Ohio State University; Dr. C. B. Mendenhall, Ohio State University; Captain C. B. McCombs, USN; Captain Allan B. Roby, USN; Commander E. M. Brown, USN; Commander T. D. F. Langen, USN; Commander B. E. Wiggin, USN; Commander B. W. Dunlop, USN; Commander J. R. Mackroth, USN;

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Lieutenant Commander C. S. Walline, USN; Lieutenant A. H. Cornell, (SC), USN; Major J. S. Hudson, USMC; Colonel R. S. Van Volkenburgh, USA; Lieutenant Colonel T. A. Kenan, USA; and Major C. E. Gushurst, USA; and to numerous others who have contributed ideas during the course of this thesis' preparation.

R. F. Smith

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PART ONE

THE PROBLEM LEADING TO THIS SCHEME

CHAPTER I

THE NEED FOR IMPROVING MOTIVATION IN THE NAVY

THE OBJECTIVE

The objective is a system for obtaining increased personal efficiency in personnel in the United States Navy by focusing attention on the human element. All phases of personnel administration are interrelated and strongly interlocked. It is proposed to attack the problem of producing and maintaining high morale and enthusiasm, not from the usual angles -- not by considering training, or selection, or promotion separately -- but by considering it from the approach of motivation.

ONE EXAMPLE DISPLAYING POOR MOTIVATION

Several times ships have been directed to send a mandatory quota of men to some Navy School, on one occasion to a fire control school. Two seamen first class, or firecontrolmen any class, or electricians mates any class, were required. A survey of the crew showed that none desired the assignment, that the one fire control man on board had previously attended the same class, and that none of the seamen were qualified for such a school as evidenced by the aptitude grades and educational history in their service records. In fact, all men, save one,

expressed a strong and positive desire not be be sent to the school. A report to the next senior commander concerning the situation occasioned orders to pick two men on any basis and detail them to school. One seaman f first class, not theoretically qualified for a subject generally considered difficult, but who was at least willing, if pressed, was detailed to attend. His real desire was to become a gunner's mate, not a fire controlman. To some extent, his officers were able to convince him that the course would benefit him. The other man sent was selected for reasons of expediency. He was the fire controlman first class who did not desire to go, having many reasons of his own, including the fact that he has previously attended. Obviously, the officers concerned were trying to train our sailors, were attempting to do it in an organized and systematic manner, and wanted the best to attend, but certainly the Navy would not get ideal results from training those two individuals. If some techniques of motivation could have been discovered to select good men who desired to attend, or to change the situation so that the sailors would want to attend, all persons concerned would have been more satisfied, the students probably would have gained more knowledge or skill, and the efficiency of the Navy would have been improved.

In the example described above, some officers were at an organizational level where the difficulties were particularly obvious, yet some of the remedies were far beyond control. Each officer sees difficulties and faults in other offices concerned with a problem. But it would be more to the point if each person were to have a fairly clear view of his own situation, a method of evaluating his own unit, and a way to see some possible improvements, especially those improvements under his own control. The problem of the students hinged around what can be referred to as motivation; the energy with which each individual man applies himself to his Navy task.

THE THESIS

The thesis is that the application of the best motivation techniques is of utmost importance to each person concerned with the administration or management of men, that the organization of those techniques into a check-list yields a scheme for the practical self-evaluation of the motivation conditions existing within the area of responsibility of each administrator, and that application of such a scheme will suggest needed administrative improvements to him. All of this can be proved, it is hoped, by presenting the check-list, evidence substantiating the principles in the

In the example described above, some officers were at an organizational level where the difficulties were particularly virulent, yet none of the problems were beyond control. Most officer corps difficulties and failure to adjust officers motivated with a problem, and it would be more in the point if work groups were to have a fairly clear view of its own activities, a method of evaluating did one work, and a way to see some positive improvements, especially those improvements which did the project. The problem of the students stated earlier that had to relatively to do anything, the energy drive which some motivated men lighting himself to the long haul.

The Course

The course is that the application of the best motivation techniques is of course important to much advice concerned with the maintenance of manpower of men, that the organization of those techniques into a cheap-list plans a means for the improved self-evaluation of the motivation conditions existing within the sense of responsibility of each administrator, and that application of such a scheme will suggest several administrative improvements to him. All of this can be proved, it is hoped, by presenting the check-list, without constituting the instructor in the

check-list, and a sample evaluation of a Navy job by use of the check-list.

THE PROBLEM OF MOTIVATION IN INDUSTRY

The importance of motivation in business and industry in the United States is easily established by recognizing the following points:

a. The deep concern of management with the problem of increasing production through improving human efficiency.

b. The great amount of literature dealing with management from the standpoint of "human engineering".[1/]

c. The many productive incentives, both financial and non-financial, tested and used by management.

d. The great amount of production, time lost through strikes, slowdowns, unofficial work limits, featherbedding, and other personnel inefficiencies.

The situation and conditions in the Navy are far different from those existing in industry. In general, there is no production line. Pay cannot be as flexible nor as well adapted to production incentives. Strikes against the

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1/ R. M. Yerkes, "Man-power and Military Effectiveness: The Case for Human Engineering," Journal of Consulting Psychology, (September-October, 1941), Volume 5, page 205.

[illegible]

[illegible]

[illegible]

government cannot be tolerated as are strikes in industry. Personnel of the Navy must be ready for varied eventualities. But there are many conclusions of value to the Navy which can be drawn from facts learned by industry. There may be some truth in Webster Robinson's statement to the effect that morale is the product of incentives.[2/]

The Navy does not, and cannot afford to stick its head in the sand, play its own game, proceed on the policy that Navy problems are completely different, and that therefore, the Navy must use the Navy system alone and solve its own problems single handed. As proof, the fact should be noted that many officers are sent yearly to universities to garner all possible of the applicable bits of civilian methods and facts. There are many similarities between Navy and industrial conditions. Comparisons are of greatest value and interest. In fact, one of the greatest similarities exists in that Navy recruits are drawn from all citizens, from the sons of men in industry, and even from industry itself. They grow up together, read the same newspapers, desire similar things from life and expect the same type of treatment. If industry has a new and better procedure, it will be desired eventually by the men of the Navy.

2/ Webster Robinson, Fundamentals of Business Organization, (McGraw-Hill Book Co., New York, 1926), p. 199.

THE PROBLEM OF MOTIVATION IN EDUCATION

It is a simple matter to collect quotations and factual evidence to indicate a widespread belief that motivation is essential to effective learning. It is not necessary that I present the various theories of learning. Some psychologists go so far as to say that all learning must be motivated.[3] Almost all descriptions of the learning process include some mention of motivation.[4] McGeoch presents quite a comprehensive survey of what is known about motivation in learning. He concludes it saying, "The inference that motivation is one of the most necessary and potent conditions of rate of learning seems inescapable."[5]

3/ P. T. Young, Motivation of Behavior (John Wiley and Sons, Inc., New York, 1936), p. 171.

4/ As examples, see G. M. Wilson, Motivation of Arithetic, U. S. Department of the Interior, Bureau of Education Bulletin, 1925 No. 43 (Government Printing Office, Washington, 1926), p. 2. Wilson listed six steps as part of the learning process: 1. Interest or motive; 2. Mental set; 3. Attention; 4. Understanding; 5. Repetition; 6. Use and application. See also Young, op. cit., p. 327, for a discussion of the law of effect. Thorndike's laws of learning are the laws or principles of readiness, exercise, effect, and belongingness. Certainly these contain implications of motivation.

5/ J. A. McGeoch, The Psychology of Human Learning, (Longmans, Green & Co., New York, 1942) p. 273.

Motivation is important from the teaching end of education as well. The Army Air Forces Aviation Psychology Program produced the following statement: "Experienced supervisors in both primary and advanced schools have ranked interest in the job of teaching as the quality of the most importance for success as an instructor."[6] One widely accepted theory of learning sees education as only assisting each individual to teach himself, thus, each instructor must motivate each individual student to direct himself toward the task of learning a subject and to do so with sufficient energy to assure reasonable success.

THE PROBLEM OF MOTIVATION IN THE UNITED STATES ARMY AND NAVY

When desiring improved performance, educators often speak of motivation, industrial managers speak of incentives, and Army or Navy officers tend to refer more often to discipline, training, morale, or to leadership. All of those term overlap; all have the same aim, increased human efficiency. The importance of motivation in military service is easily established by recognizing the following facts:

a. This problem, to a large extent, precipitated the multitude of books about military leadership.

6/ United States Army Air Forces, Aviation Psychology Program, Report No. 14, Psychological Research on Problems of Redistribution (Government Printing Office, Washington, 1946). preliminary ed., p. 26.

Motivation is important from the learning and instruction as well. The Army has been studying Personnel Problems problems the following statement: "Experiment supervisors in both primary and secondary schools have raised interest in the use of learning as the quality of the most important for success as an instructor." Two widely accepted theory of learning seem essential to only satisfying such individual in terms himself. Also, such instructor must motivate such individual students to direct himself toward the task of learning a subject and to do so with sufficient energy to insure successful success.

THE PROBLEM OF MOTIVATION IN THE MILITARY SERVICE AND IN BATTLE

Even everyday important performance, operations other equal of motivation, industrial management speak of incentives, and Army or Navy officers tend to refer: more often to discipline, training, morale, or to leadership. All of these terms refer; all have the same aim, increasing human efficiency. The importance of motivation in military service is easily established by considering the following facts:

a. This problem, of a large nature, overshadows the motivation of books when a military leadership.

1/ Central Station Army at Fort, Brooklyn Psychology Program, Report No. 14, Psychological Research on Problems of Redistribution (Performance Evaluation Office, Washington, D.C.), preliminary ed., p. 78.

A glance at the prefaces and tables of contents will show such subjects as loyalty, duty, discipline, discontent, competition, motives, propaganda, efficiency, etc. The Army and Navy are continuously studying leadership.[7]

b. Lack of personal motivation in an individual has many times been blamed for lack of individual success. In fact, Professor John C. Flanagan, of the University of Pittsburgh, said that one of the more important contributions of the Army Air Forces Aviation Psychology Program to the science of personnel psychology was in the area related to motivational factors. "It was shown that measures of broad interests, inclinations, and values could be used to improve the predictions of success obtained from aptitude test scores."[8]

7/ Several studies of leadership were made during the War. An example is the study reported by the Army Air Forces Aviation Psychology Program in Report No. 14, op. cit., tables 3.1 and 3.2 especially. At present, a cooperative study of leadership is being conducted by the U.S. Navy, Office of Naval Research and The Ohio State University Research Foundation. Another study of leadership is being conducted by The University of Maryland in conjunction with the U. S. Navy.

8/ John C. Flanagan, Professor of Psychology at the University of Pittsburgh, and during World War II Director of the U. S. Army Air Forces Aviation Psychology Program, and Chief, Psychological Branch, Research Div., Office of the Air Surgeon, a speech, Contributions of Research in the Armed Forces to Personnel Psychology, presented at the meeting of the Council of Guidance and Personnel Associations at Columbus, Ohio, March 28, 1947.

[illegible] of the personnel and leaders of commerce, with [illegible] as industry, [illegible] [illegible], [illegible] [illegible], [illegible], etc. The [illegible] [illegible] [illegible] [illegible] [illegible].[1]

[illegible] of personnel [illegible] in an industrial [illegible] [illegible] [illegible] for [illegible] of [illegible] [illegible]. In fact, Prof. [illegible] John T. [illegible], of the University of Pittsburgh, [illegible] that one of the more important functions of the Army Air Force Aviation Psychology Program is the matter of personnel [illegible] in the area relating to motivational [illegible]. [illegible] [illegible] [illegible] of broad interests, institutions, and values [illegible] to improve the qualities of human [illegible] [illegible].[2]

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[1] Several studies of industry have been made during the war, in addition to the study conducted by the Army in Psychological Aviation Psychology Program in Industry [illegible] op. cit., [illegible] E.I. [illegible] O.P. [illegible]. At present, a comprehensive study of industry is being conducted by the [illegible], Office of Naval Research and the New York University Graduate School of Business Administration. Another study of industry is being conducted by the University of Portland in cooperation with the U. S. Navy.

[2] John G. Stevens, Professor of Psychology at the University of Pittsburgh, has [illegible] the 22 [illegible] of the U. S. Army Air Forces Aviation Psychology Program, [illegible] Division of the Air Program, [illegible] [illegible] [illegible] [illegible]

c. There have been many instances in military history when results have been less than ideal due to undesired motivation, instances of gold bricking, gun-decking, refusal of some pilots to fly continued combat, absence without leave, shirking duty, retreat from battle, and slowness in answering a call to work.

d. The Army and Navy high commands are continuously attempting to influence men; to motivate them in one way or another, to enlist, or to fight, or to combat venereal disease, or not to fraternize with a conquered enemy.

The trend in personnel administration and personnel psychology in the Navy and out, is toward more "scientific" procedures.[9/] Sometimes the word "scientific" is used rather loosely because of the added prestige it gives whenever

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9/ For discussions concerning the personnel procedures used and considered of value in the services see: James C. O'Brien, "Military Personnel Administration: The United States Navy", Public Personnel Review, (October, 1943), Vol. 4, No. 4, pp. 238-243; Ruben Horchow, "Military Personnel Administration: The United States Army", Public Personnel Review (April, 1943), Vol. 4, No. 2, pp. 103-109; and J. W. Hawthorne, "Military Personnel Administration: The United States Marine Corps", Public Personnel Review, (July, 1943), Vol. 4, No. 3, pp. 173-178. In general, these articles presented the principles of classification, merit system, testing, orientation, early choice of duty, interviewing, and assignment.

applied. But here I mean procedures guided by systematized knowledge and organized facts. The trend is evident in the increased use of prediction methods, fact finding surveys, action based on such facts, improved classification of men by abilities and experience, and the organization of facts about the jobs to which the classified men may be assigned. This thesis was born because of inability to remember, or comprehend, or even to find any presentation of leadership which dealt with motivation in the Navy of today, and which satisfied as being factual, systematic, and reasonably complete. It may be an exaggeration to apply the word "scientific" to the check-list scheme; but the list is presented as a step toward more scientific personnel administration and personnel psychology. This claim is based not on the presentation of any new facts, but rather on a new system of organizing old facts for presentation and for use.

CHAPTER II

A SURVEY OF THE FIELD OF MOTIVATION

A DEFINITION OF MOTIVATION

"Motivational psychology may be defined as the study of all conditions which arouse and regulate the behavior of organisms. The arousal of behavior necessarily implies a release of physical energy from the tissues. The regulation of behavior includes the control of activity through purposive determinations, as well as the restriction of activity by organic structure."[1]

The above definition is good because it is broad enough to cover every possibility. In fact, the author used the first forty-five pages of the book to show that it would be broad enough to include all theories, all motives, all incentives, all subjects to be motivated, and all behavior. The statement is often made that "All behavior is motivated."[2] The proof seems to consist only of the assumption that there must be a cause, and as there seems to be no exception, all behavior must have behind it some reason, psychological, or environmental.

But, the dictionary definition is more useful, "Motivation is the act of providing with, or basing upon a motive;

1/ P. T. Young, Motivation of Behavior (John Wiley and Sons, Inc., New York, 1936), p. 45.

2/ Ibid., p. 1.

CHAPTER II

A REVIEW OF THE FIELD OF BEHAVIOR

A. DEFINITION OF BEHAVIOR

Behavioral psychology can be defined as the study of all conditions that cause and regulate the behavior of organisms. The concept of behavior necessarily implies a release of physical energy from the climate. The behavior of behavior includes the method of activity through perceptive determination, as well as the constitution of activity by organic structure.[1]

The above definition is pure because it is broad enough to cover every possibility. In fact, the author used the first forty-five pages of the book to show that it would be broad enough to include all inactive, all positive, all inactive, all negative to be satisfied, and all behavior. The statement is often made that all behavior is potential. The proof comes to consist only of the hypothesis that there must be a cause, and as there seems to be no cause, all behavior must have behind it some cause, precedent, or environment.

But, the dictionary definition is more useful. "Behavior is the act of providing site, or bending some a motive;

1/ B. F. Skinner, Behavior of Behavior (New York: Appleton and Company, Inc., New York, 1938), p. 38.

2/ Ibid., p. 1.

of moving, impelling, inducing, inciting."[3/] There is no need, however, to hew strictly to any of the commonly accepted definitions of motivation. The purpose is the guide, not the dictionary definition. Therefore, a definition better fitting the purpose is that motivation for leaders in the U. S. Navy is the act of supplying the best of all those conditions which will arouse and regulate the behavior of sailors in a manner to best serve the Navy.

EXPERIMENTATION IN MOTIVATION

Any facts concerning motivation must be drawn from some sort of experience. There is no known system of computing the result of adding one or more incentives to a given situation. It must be tried. Once tried, all that is known is that specific results were obtained for the existing conditions. It will be impossible to exactly duplicate the human conditions. Trying the experience on Sunday instead of Saturday, or even on any other Saturday, might give different results. Still, if the important conditions of the situations are similar, the results

3/ Webster's New International Dictionary, Second Edition, Unabridged, (G. & C. Merriam Co., Springfield, Mass., 1934).

of review, impelling, inducing, inviting.[1] Stern laws, harsh, burdens, do have attractiveness for the immoral, measured deterrents of obedience. The Decalogue is the guide, not the dictatorship. Christianity, a revelation rather vitalizing the powers for high moral action, has lessons in her T. T. Harp in the hand of conquering the host of all these conditions which will arouse and regulate the behavior of Religion in a manner to bless mere the world.

[illegible]

Are there economic activities that go beyond the case and of economics. There is no lower order of work, the result of nothing but of duty inductive to a given activity. It must be done. Some point, yet have to have be that economic results have produced the existing conditions. It will be impossible to consider the points the lower conditions. Trying to substitute a higher instead of lower, or even to see other disciplines which give different results. Still, if the important conditions of the activities are similar, the results

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[1] Hoernle's The Intellectual Dictionary, Moral Philosophy, Introduction (W. T. S. Stanton Co., Philadelphia, Pa., 1924).

probably will be nearly similar. If experimentation can yield any such results, can show any uniform tendencies between motives and the behaviors which follow them, it will show facts of value.

Satisfactory experimentation may follow one of two patterns: the control method or the case study method. The better of the two is probably the control method. Here the experiment is repeated as many times as is useful or practicable, and, at the same time, an additional group of subjects is observed, as nearly similar as possible to the first, under as nearly identical conditions as possible, except that the motive or incentive being studied is not introduced. Results should show a difference between the motivated and the non-motivated conditions, though it is difficult to prove beyond a doubt that the behavior resulting is due solely to the incentive.

A second pattern is the case study method. Records are collected on one or more cases, as complete a set as possible, listing all of the conditions of a true experiment. Events are analyzed to determine what behavior generally follows specific motivation. The main objection to the case study method is that one is even less certain that the results obtained occured only because of the introduction of the specific incentive.

With all of the recorded history we have behind us, it would seem that by now, we should have many generalizations from analyzing case histories, and we do. The generalizations are far from being the scientific tools that are needed for good personnel administration. We have many platitudes, quotations by Napoleon, John Paul Jones, Dewey, and even such leaders of today as Nimitz and Halsey. The results obtained by those leaders in action give stature to their conclusions concerning leadership. Yet, we do not know whether some of the more modern leadership methods would have secured them even greater successes. Times have changed. The attitudes of men have changed. New incentives are available. Some of the suggested motivation techniques in the check-list will necessarily be based on such accepted opinions as mentioned above, because real facts often are lacking. Some of the suggestions will be based on facts from true experiments. An attempt will be made to present the available foundation upon which the suggestions of my check-list are based, whether facts, generally accepted beliefs, or merely opinions.

Very little experimentation has been accomplished concerning the motivation of adult men. There are many reasons. To give accurate results, the motivating conditions must be made to enter into a real life situation. Sufficient supplies

With all of the research history on hand, one
is would soon find by now, we should have many generali-
zations from analyzing case histories, and so. The
generalizations are too often lacking the scientific basis
that are needed for good instructional materials. We
have many platitudes, contributions by Dewey, John Dewey
Jones, Dewey, and even such leaders as Bobbitt and
Kilpatrick. The problem obtained by these leaders in getting
give students to start considering curriculum inventorial.
Yet, we do not know whether some of the more modern learning
ship methods would have caused them even greater successes.
Times have changed. The situation of the boys changed.
New incentives are available. Even so the suggestion mati-
vation technique in the book-list will necessarily be
based on such accepted guidance principles above, be-
cause real truth often are lacking. Some of the suggestions
will be based on facts from experiments. An attempt
will be made to present the available information upon which
the suggestions of an school-list are based, natural facts,
generally accepted beliefs, or merely opinions.

Very little experimentation has been conducted con-
cerning the motivation of adults. There are many reasons.
To give accurate results, the motivating conditions must be
made to enter into a real life situation. Sufficient supplies

of adult men for experimentation are not always available to the psychologists and human subjects are complexly motivated. It is seldom, or never, possible to measure learning based upon a single motive.[4] For the experimental results to be of maximum significance, the subjects should be adult men, specifically men of the United States Navy. Statistics obtained from college men do not necessarily hold true for sailors. And the motives of recruits are not necessarily identical to the motives of blue jackets with eight years of service.

The establishment of satisfactory criteria for experimentation is exceedingly difficult. Such difficulties have caused experimentors to work mostly with school children, with rats, monkeys, and goats. Considerable data have been produced using motives of hunger, fear, pain, praise, reproof, interests, attitudes, punishment, and reward. Little has been done with such motives, as social acceptance, suggestion, persuasion, force, and dominance. The easy problems have been touched. The hard ones have not been examined experimentally to a sufficient extent. Motivational experiments have dealt primarily with deprivation and have sought

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4/ J. A. McGeoch, The Psychology of Human Learning (Longmans, Green and Co., New York, 1942), p. 234. For surveys of experimentation in motivation, see C. M. Diserens and J. Vaughn, "The Experimental Study of Motivation", Psychological Bulletin (1931), Vol. 28 and Young, Op. cit., passim.

of study and for experimentation are not readily available to the psychologist who seeks a single or consistent answer. It is unlikely or rarely possible to measure learning based upon a single motive. For the experimental subjects to be of similar significance, the motivation should be equal and, essentially one of the drives listed above. Satisfaction obtained from college work is not necessarily held true for sailors. And the motivation of veterans is not necessarily identical to the motivation that presents with eight years of service.

The establishment of satisfactory criteria for measurement is exceedingly difficult. Most activities have caused experimentors to work mostly with school children, with rats, monkeys, and pigeons. Results have been produced using motives of hunger, thirst, sex, pain, curiosity, fear, [illegible], activity, [illegible] and [illegible]. Little has been done with real motives, or social motivation, [illegible] situation, performance factor, and [illegible]. The most [illegible] items have been to [illegible]. The [illegible] have not been [illegible] experimentally to a sufficient extent. Experimental [illegible] studies have dealt primarily with [illegible] and have [illegible]

[illegible] J. W. Atkinson, The Dynamics of Human Behavior [illegible], Simon and Co., New York, 1957), p. 326. For survey of experimentation in activities, see O. H. Mowrer and R. Vaughn, "The Experimental Study of Motivation", Psychological Bulletin (1956), 53, 62 and Simon, op. cit., passim.

relationships between deprivation and behavior, especially learning behavior. Thus, they have been negative rather than positive in approach.

Experimentation is incomplete because human motivation, as well as the criterion, is difficult to measure. Motivation was found to be one of the attributes least well measured by the selection and classification testing battery of the Army Air Forces during World War II. There was, in general, a dominant note of motivation in the A.A.F. researches on the success of pilots, bombadiers, navigators, and gunners. It was mentioned in statements as a major reason for success or failure. A better measure of motivation would have raised the validity of the test battery.[5/]

THE LACK OF CRITERIA

Experimentation, or any method of obtaining facts, must include some system of measuring results. It is essential that we be able to know definitely that a given type of automobile tire has outworn another type, or will last for forty-five thousand miles, or will withstand temperatures to 280°F. In the field of motivation we desire to know that a certain

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5/ United States Army Air Forces Aviation Psychology Research Program, Psychological Research in the Theaters of War, Report No. 17, (Government Printing Office, Washington, 1946, Preliminary Draft), p. 92, passin. See also tables 7.1 - 7.1

incentive will improve output, or that it will improve human performance to a greater extent than another incentive. Such established characteristics are the criteria.

Take, for example, a radar operator. Are you satisfied if he wakes up and somehow detects every enemy in the vicinity? Is eternal vigilance more important, even though once in a while he makes a mistake in reporting contacts? Does method of operation enter into the criteria? Is it important that he take an interest in maintaining his equipment? Should he be sufficiently enthusiastic about his radar set to attempt development of improvements in material or method? Of course, these are all valuable characteristics. But, at times one may be all important; at other times, all of these -- and others -- may be equally important. Can we use these and other characteristics to evaluate the performance of an individual or group of men? It is not necessary to be able to compare one man with another. The essential is that somehow we know whether a given type of motivation improves or destroys performance, and roughly, to what extent.

Some experimentation has been done in the field of motivation toward learning. The criteria generally have been based upon school successes, meaning high scores in course examinations. These also have been the criteria for the

performance of teachers, but the aims of the teachers differ. Sometimes they intend to give the greatest understanding possible of the subject at hand, and other times to teach a skill. For example, it has been found that if a teacher aims to have his section produce the highest grades on a common examination, he will do well to concentrate on first, teaching terminology, and second; drilling in the use of terminology.[8] Examination marks so produced probably will not be a fair criterion of the learning. During World War II several experimental studies were made to determine correlations between scholastic success of military personnel and their later duty and combat success. In general, there was a low, positive correlation, though in many cases, the correlation was practically zero.[7] When experimenting with motivation, the criterion of school success can be used for performance in the school situation, but it cannot be used accurately for teaching, combat duty, or leadership.

LITERATURE ABOUT MOTIVATION

There is much literature available which is concerned with motivation. It is possible to collect references and

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8/ Dr. N. A. Edgerton, Professor of Psychology, Ohio State University, has found this to be true by experimental work with his classes.

7/ W. O. Jenkins, "A Review of Leadership Studies with Particular Reference to Military Problems", Psychological Bulletin, (January, 1947), Vol. 44, No. 1, pp.54-79.

performance of tasks, but the size of the tasks differs. Conditions they intend to give the greatest improvement possible of the subject at hand, and adapt them to their ability. For example, it may be found that it is necessary to have his mental process and sight-and motion in a certain examination, he will be used to necessary in teaching terminology, and knowing, difficult to the use of terminology. Conservative means of measuring performance may not be a fair estimation of the situation. Further study of the [illegible] industrial engineers have made to determine relations between industrial psychology and their labor study and method analysis. In contrast, study of a low, incentive methods, [illegible] in this manner, the motivation and productivity [illegible]. Also experimenting with motivations, the application of [illegible] methods for performance in the normal situation, and in general be used as [illegible] the conditions, method study or [illegible].

Interrelationship between motivation

There is much different conditions which is measured with motivation. It is possible to [illegible] relationship

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1/ [illegible], R. A. Stephens, Professor of Psychology, Ohio State University, has found this to be true in experiments [illegible] with his students.

2/ R. D. Jenkins, "A Review of Incentive Studies with Practical Reference to Industrial Problems", Psychological Bulletin, (January, 1941) Vol. 44, No. 1, pp.134-35.

quotations without end to substantiate each statement made herein, however, the literature varies to a great extent as regards the value of the statements. A brief discussion of the situation is pertinent here.

The literature concerning motivation may be classified in the following manner:

1. Reports of formal experiments;
2. Extensive analysis of case histories;
3. Textbooks and references consolidating established facts and accepted opinions. They are found in such fields as psychology, personnel management, business management, and public administration;
4. Presentation of theories, largely based on facts, but often biased somewhat because of the desire to sell the theory;
5. Opinions of successful and expert leaders; Opinions of theorists, authors of many ideals and few practical facts, particularly for the conditions of the U. S. Navy.

There are other classifications possible, and more detailed breakdowns could be made. The only purpose is to show that the sources of information vary greatly in value. Each source itself varies in value. An attempt will be made to substantiate each item in the check-list with the

best references possible and a few words in evaluation where possible.

Jenkins, in reporting the Army Air Forces leadership survey, used the dictionary definition of leadership, i.e., "the act of guiding or directing the behavior of one or more individuals."[8] This certainly involves motivation, but, as Jenkins pointed out, none of the books concerning general military leadership is based on empirically determined evidence and all of them reflect the personal opinions and speculations of the authors. He pointed out that the characteristics presented as significant in successful leaders were selected without basis of fact and that miscellaneous, rather ambiguous catchwords or phrases were used to illustrate the author's opinions, e.g. practice what you preach, be cheerful, be a seaman, know your stuff, and avoid careless criticism. A list of principles of motivation was laid down by Wilson,[9] referring to general personnel management. These were of the same general type found in most military leadership manuals; apparently good, but not clear cut or substantiated.

8/ Jenkins, op. cit., passim.

9/ G. M. Wilson, Faye Burgess, and W. Dunn, "Motivation", Personnel Journal, (October, 1945), Vol. 24, No. 4, pp. 154-157.

both reference possible and a few words in explanation were possible.

Jenkins, in reporting the use of Cooper Leadership Survey, used the dictionary definition of leadership, i.e., "the act of guiding or directing the behavior of one or more individuals."[1] This certainly includes motivation, but, as Jenkins pointed out, many of the books concerning general military leadership is based on negatively oriented evidence and all of them reflect the personal opinions and speculations of the authors. He pointed out that the characteristics presented as significant in successful leaders were listed without their lists of "not and that situations, rather than qualities or traits, were used to illustrate the author's opinions, i.e. (saying that you preach, be courteous, be a person, know your stuff, and avoid careless criticism). A list of principles of motivation was laid down by Hiams, referring to general personnel management. These were of the same general type found in most military leadership manuals; accurately good, but not clear-cut or substantiated.

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[1] Jenkins, op. cit., [illegible].

[2] R. Hiams, Face Management, and R. Hum, Motivation, Personnel Journal (October, 1948), Vol. [illegible], No. [illegible].

THEORIES OF MOTIVATION

The purpose is not to present a new theory concerning motivation, nor is it to enter a critical discussion of the relative merit or truth of various theories. Rather, it is the purpose to organize for practical use, all possible of the applicable knowledge about motivation which, to a reasonable extent, is proved or accepted as fact. Theories will be considered only to the extent that will tend to further the purpose.

At times, there has been a great deal of interest in the general subject of motivation. On such period was in the nineteen-twenties. There was an attitude, not a theory, but a point of view which saw motivation as the business of dangling various incentives in front of people. Thus, motivation consisted of presenting various baits to lure the workers to selected tasks. Questions of the day were concerned with the relative drawing power of different lures, or the worth of trying this or that suggestion.

This is definitely not the accepted attitude today, nor is it a useful attitude for several reasons: Firstly, different incentives have different values to different people, and different values to the same person in different situations. Secondly, these incentives often had value but still would not overcome the trouble. It would take

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This is inefficient and the modern attitude today, nor is it a useful attitude for several reasons. Literally different incentives have different values to different people, and different values to the same person in different situations. Generally, these incentives often had value but still did not overcome the problem. It would take

more than the available $5.00 incentive to overcome a lack of interest in the job. Thirdly, it is a shotgun sort of techniques in which the employer offered a mass of incentives to his workers. He was saying, in effect, "Here are a lot of things you might like. You may have them if you will stay on the job and increase production." He erred in that he only guessed at a group of things they might want. He should have discovered first what really was wanted. Often these wanted items would be cheaper, but would not be a type of incentive that could be dangled as bait.

ASSUMPTIONS

It is desired that this scheme be based on facts about motivation collected from every possible source, from experiments, literature, experts, industrial leaders, religious leaders, Naval leaders, educational leaders, and from history. But, these should be backed up in some way to establish them as fact. And even then, because of the nature of the problem, individual differences, and the lack of complete records and experiments, the foundation may at times be somewhat weak. In order to give the check-list reasonable completeness, however, it is necessary to use the best information available and evaluate it as best possible. Because of the variety of sources it is desirable to state some assumptions

to limit the general field of motivation to the specific problem. The assumptions upon which are based the selection of facts for the check-list follow:

1. The motive involved must in some way be useful to the United States Navy, though it matters not whether the use be at the high command level or at the petty officer level.
2. The motive involved should be one of value to adult men, specifically men between the ages of seventeen and forty-five.
3. The check-list must include sufficient information so that it organizes and encompasses the entire known field of motivation in the Navy to a reasonable extent.
4. The check-list must be brief enough that it might be read and used.
5. The check-list must be sufficiently understandable so that it can stand alone during use. That is, it must not be necessary continually to refer to references for reasonable understanding.
6. It must serve as an aid to remembering principles and a stimulant of better personnel administration.
7. The information must be up to date. Older values are sometimes as out of date as the 'cat o' nine tails.'

8. The motives of man with phobias, complexes, and psychiatric problems are important, but they are beyond the scope of the present check-list.[10/]

9. The methods must be legitimate. Men of the Navy who might see this list should feel that the techniques do not trick them or cheat them. The aim is better leadership for the good of the service.

10/ See Karl A. Menninger, The Human Mind (A. A. Knopf, New York, 1945), passim, especially pp. 436 ff.

[illegible]

CHAPTER III

VARIOUS POSSIBLE APPROACHES TO THE PROBLEM OF MOTIVATION IN THE NAVY

Chapter I and II have discussed the importance of motivation, particularly its importance in the Navy, some of the problems of motivation, and the general extent of our knowledge in the field of motivation. The present chapter deals with some of the various ways in which the principles of motivation can be applied to practical use.

TRIAL AND ERROR

The name "trial and error" tends to make any system or solution appear ridiculous. Sometimes "trial and error" is the best and only possible method, particularly when the situation is completely unique and without precedent. However, mistakes when working in the field of personnel management often produce malingering and disasterous results. Some leaders make such mistakes even though they give serious consideration to the enthusiasm of the men. Often the mistakes are made because the leaders select one incentive or motivation principle at random and proceed to give it a trial.

Quite a few examples of disasters could be quoted. One manufacturing company desired to decrease waste of a certain piece, and thereby increase production. They installed an incentive system which included good pay if the piece were within tolerances, no pay if the piece were ground too little, it could be refinished, and a pay penalty if the piece were cut too much and thereby wasted. The results were that the workers avoided the penalty and tended too much toward the side of insufficient grinding. In fact, a large percentage of pieces needed refinishing. Production slowed down, workers' wages dropped, and the workers felt they had been tricked.[1/]

Another example was a ship in which there was temporarily an attitude and degree of cooperation which was less than desired. The officers decided that it was a party the men wanted. It was aimed to please the men, but it did not correct the real basis of their discontent. In fact, the way in which the party was offered aggravated the discontent. The author has since been told by a member of that crew, "The only thing I didn't like was the way you

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1/ E. D. Klinzler and H. M. Scott, The Practical Application of Probability to Inspection (Unpublished Master's thesis, Ohio State University, Columbus, 1929), passim. The conclusion was furnished by Dr. Paul M. Lehoczky, in a class lecture, July 3, 1947, Ohio State University.

Quite a few examples of disaster could be quoted. One manufacturing company invited a consultant to discuss work of a certain place, and clearly indicated prejudices. This consultant as innovative course which introduced great pay if the place were within tolerances. So long as the plant worked through the night, it would be rejected, and a very possibility if the plant were not too much one working shifts. The results were that the workers avoided the penalty and should not much because the effect of introducing problems. In fact, a large proportion of plants needed modifications. Production dropped then, workers' wages decreased, and the workers felt they had been tricked.[1]

Another example was a daily 10 minute rest pause. Partly an attitude was adopted of accomplishing which was less than desired. The difference developed when it was partly the man wanted. It was about to phrase the case, but it did not increase the real levels of their productivity. In fact, the way in which the partly was affected experienced the dissatisfaction. The author has since been in by a number of that area. "The only thing I really like was the way you

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[1] E. B. Kimmer and R. T. Smith, The Problem Solving Approach of Productivity in Industry (Unpublished Notes), Simon Fraser University, Vancouver, 1969, pages. The discussion was developed by Dr. Noel T. Dowling, in a class lecture, July 3, 1969, Simon Fraser University.

tried to handle that party." Undoubtedly, he was even then being a little polite. That party, a trial which did not satisfy a felt difficulty, stuck, irritated the crew, and was a painful error.

FACTS VERSUS BEST JUDGEMENT

There is no conflict between facts and best judgement. It is not one versus the other. When facts are available, any action taken should be based on facts and tempered by best judgement. But, in the field of personnel management there are few facts which are positive, all inclusive, and everlastingly up to date. A situation is often entirely new with no precedent. Or, it may be that similar situations have occured before, but that no one ever recorded, collected, or analyzed the applicable data. When a situation arises, one for which there are no positive facts, the person responsible for taking corrective action may be able to lean back in an easy chair and arrive at the best possible solution. Yet, such a method offers no assurance that he will consider all possible solutions.

As an example, the Navy during May of 1947, was anticipating a need for stepping up the enlistment rate due to a large group of enlistments expiring in the fall. A survey team was sent out at that time to discover why the new recruits

are enlisting. Such knowledge enables the adoption of recruiting techniques appealing to the most effective motives.

COMPREHENSIVE VERSUS PIECEMEAL

One reason for selection of the check-list scheme is that it presents reasonably comprehensive coverage. It is believed that a comprehensive organization of the materials of motivation is needed more than another run-of-the-mill experiment concerning a small phase or limited problem, at least for practical purposes. Piecemeal solution of the problem consists of experiments with methods and problems of motivation. Some results get lost in the many libraries, some parts of the field are always obsolescent and some parts of the field never get covered. At intervals a comprehensive summation is necessary. There is no assurance that the check-list will solve any of these ills, but it tends to present the best information available and to be as up to date as possible.

STATISTICS

Some of the persons who have examined the check-list have expressed a desire to see statistical evaluations and results. The check-list in its present form is not designed to permit the application of statistics. The first reason

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

for not encouraging statistics is the individual questions and suggestions are important, not an overall score. Secondly, the problem is not set up as one of analyzing many people to learn the average motives. Rather it is set up in the check-list as an individual problem in which the individual being considered might be an exception to the rule. And thirdly, a statistical solution probably would tend to give an impression of greater accuracy concerning the suggestions than would be warranted.

SUMMARY OF PART ONE

This thesis grew first from a felt need for an additional, somewhat objective method of personnel administration, particularly through the approach of motivation, second, from the belief that a useful organization of applicable knowledge concerning motivation would be a valuable contribution toward the objective of increased human efficiency, and third, from the idea that a useable plan for application in the United States Navy would be a practical check-list of motivation techniques. Part II follows immediately, which presents the check-list with a discussion of its construction and use.

PART TWO

THE CHECK-LIST

CHAPTER FOUR

PRESENTING: A PRACTICAL CHECK-LIST OF MOTIVATION TECHNIQUES FOR USE BY THE UNITED STATES NAVY

The check-list is a complete unit within itself, including a statement of the object, a brief explanation, and instructions for use. Therefore, without further comments, the next sixteen pages comprise the final form of A PRACTICAL CHECK-LIST OF MOTIVATION TECHNIQUES FOR USE BY THE UNITED STATES NAVY.

A PRACTICAL CHECK-LIST OF MOTIVATION TECHNIQUES

FOR USE BY THE UNITED STATES NAVY

Object: To aid officers in maintaining personnel in the highest state of efficiency, usefulness, enthusiasm for the service, and readiness for emergencies.

This is an attempt to condense and organize a very broad field into a check-list of practical use. Being a collection of generally approved, used, and accepted techniques or principles of motivation, this list is expected to aid officers in recalling useful items rather than to present something new. It might be used by an officer when one or more men are slack or negligent in their duties. He might use it about once every six months, when he has a free half hour, to review quickly his personnel program. He might ask a petty officer who has just mishandled a leadership problem to use the check-list, or the check-list might be used as one assignment in a Navy leadership school.

The scope of motivation in the Navy has been limited two ways in this check-list, namely:

A. The broad problem of obtaining maximum efficiency from personnel can be divided into five classifications. This check-list has been arranged to deal primarily with the last or fifth classification and the others only when they are interrelated or bear on it.

1. Planning work to avoid waste time, energy, and material.
2. Organizing men into an effective team.
3. Controlling men by requiring specific behavior.
4. Training men, or obtaining trained and able men.
5. Motivating individuals to exert most effective efforts.

B. This list has been limited to the consideration of personnel as individuals. It fits best the case of an officer who is evaluating the personnel situation within his unit by consideration of each man individually, but this list, with a few modifications, would be helpful to an officer considering a large group as a whole, even the entire Navy. In the last event, it is necessary to determine accurately what the average man, or the majority thinks, believes, and desires. In the interest of simplicity this list is pointed toward the individual approach.

Section I of the check-list is a series of questions which are not designed to yield a score nor to indicate whether conditions are relatively good or bad. Instead, they are intended to point out leadership areas where there might be room for improvement. Section II is a list of techniques suggested for improvements that might be indicated by Section I and pointed out by the reference numbers.

In order to aim this check-list specifically at an individual, indicate here in writing his name or the name of his job.

_____
Name or Job

SECTION I

Answer all of the following questions. Check either (Yes), (?), or (No). You may rightly feel that you have insufficient information to support a positive answer. In that case, check the (?). The information may be obtained by observing the man's actions, by

interviewing him, by questioning others who know him, or by asking him to fill out and answer a questionaire. The questions are arranged roughly in that order. The questions, in general, easiest to answer, or those a leader should know through observation of the man, are first. Those which might require interviews are second. The last questions are most difficult to answer, and for them, a questionaire might sometimes be advisable.

Questions to Locate Areas for Possible Improvement	Answer (Yes) (?) (No)	Reference to Techniques
Has he some outstanding skill or knowledge?	(Yes) (?) (No)	3,4,9,11,14, 15,36,39,40
Is his name widelyknown aboard ship and in other ships or stations?	(Yes) (?) (No)	1,3,4,5,9, 36,48
Does he have several good friends among the crew?	(Yes) (?) (No)	5,9,12,35
Can he write home with pride about his job in the Navy?	(Yes) (?) (No)	10,19,20,21, 24,36,42,48
Does he feel that routines such as maintenance check-off lists are helpful?	(Yes) (?) (No)	16,37,43,26, 28
Does he feel capable of accomplishing the job?	(Yes) (?) (No)	14,18,36,39, 40,41,42,43, 49,50
Is he eager to learn his job or to pursue his studies?	(Yes) (?) (No)	14,15,16,17, 41,42,44,46
Is he effectively busy?	(Yes) (?) (No)	16,17,18,28, 30,49,52,38
Do his officers know his problems and give help or consideration when possible?	(Yes) (?) (No)	22,23,26,27, 30,29,34,39, 50,51
Has he made any special requests lately?	(Yes) (?) (No)	23,24,25,30
Does he generally accept suggestions in a spirit of willing cooperation?	(Yes) (?) (No)	18,31,45,47, 52,55,56,57, 58

Interviewing him, in [illegible] (where the [illegible] line or in seeing him to fill out and answer a questionnaire. The questions are arranged [illegible] in that order. The questions, in general, require to answer, or where a number [illegible] many thousand [illegible] of the men, are [illegible]. Some [illegible] might [illegible] interviews [illegible] answers. The later [illegible] are more difficult to answer, but [illegible] than a questionnaire might sometimes be advisable.

Questions to Locate Areas for Stability Investigation	Answer (Qualitative)	Reference to Questionnaire
Has he been [illegible] with or [illegible]	[illegible]	[illegible]
Is his home [illegible] or [illegible] in [illegible] or [illegible]?	[illegible]	[illegible]
Does he have [illegible] among the area?	[illegible]	[illegible]
Can he write [illegible] in the [illegible]?	[illegible]	[illegible]
Does he feel that [illegible] [illegible]?	[illegible]	[illegible]
Does he feel [illegible] [illegible]?	[illegible]	[illegible]
Is he [illegible] [illegible]?	[illegible]	[illegible]
Is he efficiently [illegible]?	[illegible]	[illegible]
Do his officers [illegible] any help or [illegible] when [illegible]?	[illegible]	[illegible]
Has he made any special [illegible]?	[illegible]	[illegible]
Does he generally [illegible] a [illegible] of [illegible]?	[illegible]	[illegible]

Does he follow the group and conform to custom or the majority?	(Yes)(?)(No)	12,31,33,35, 45,47,52,56, 57,32
Does he take opportunities to throw his weight around, to dominate others?	(Yes)(?)(No)	41,42,46,47, 54
Does he accept responsibility?	(Yes)(?)(No)	23,44,46,47, 50,52
Does he speak of the ship's crew and teams as "We"?	(Yes)(?)(No)	4,5,6,7,8, 12,15
Does he feel the job is good enough for him?	(Yes)(?)(No)	11,13,14,19, 31,33,36,37, 58
Is he working well in order that he will be transferred to other duty?	(Yes)(?)(No)	17,24,25,50, 52,56,57
Does he feel his work is appreciated?	(Yes)(?)(No)	1,4,6,10,20, 21,39,48
Do his family and friends know his Navy reputation, if it is good?	(Yes)(?)(No)	1,2,3,5,6,20, 29
Is he proud to be identified as a member of the Navy?	(Yes)(?)(No)	1,2,6,7,8,16, 27,48
Does he know exactly what constitutes satisfactory performance in this job?	(Yes)(?)(No)	1,26,37,38
Is he proud to be known as one of the crew of this ship?	(Yes)(?)(No)	1,5,6,7,8,13, 15,27,29,48
Does he feel that he is progressing toward some future goal or aim in life?	(Yes)(?)(No)	15,36,37,38, 41,42,43
Does he feel his time is well spent and not wasted?	(Yes)(?)(No)	10,16,17,21, 24,36,38,41, 43
Does he consider his job of value to the Navy?	(Yes)(?)(No)	17,21,24,36, 43
Do his dependents, if any, have satisfactory living conditions?	(Yes)(?)(No)	22,23,24,27, 48
Is he reasonably well-satisfied with his income?	(Yes)(?)(No)	22,23,24,27, 43,48

Does he follow too young and inexperienced in matters of the heart?

Does he take responsibility to serve his weight amount, in dentistry clients?

Does he longer responsibility?

Does he speak of the body's wear and tear as "age"?

Does he feel the job is good enough for him?

Is he working well in order that he will be transferred to other duty?

Does he feel his work is appreciated?

Do his family and friends know the long expectations, if is is good?

Is he good to be fulfilled in a manner of the Lord?

Does he know exactly what qualifications satisfactory performance in this job?

Is he willing to be known as one of the over of this unit?

Does he feel that he is performing second (the) same (there and or not) to later?

Does he feel the time is well-spent and not wasted?

Does he consider his job of value to the Lord?

In his daydreams, if any, have satisfactory lasting qualities?

Is he reasonably well-satisfied with his income?

Is his feeling of personal importance in the organization about correct?	(Yes)(?)(No)	58,4,11,13, 14,21
Does he believe that any existing undesirable conditions are reasonably necessary?	(Yes)(?)(No)	25,34,43
Does he believe that his requests are considered?	(Yes)(?)(No)	22,23,27, 34,48
Does he notice that in some ways the ship seems to be run left-handed or awkwardly?	(Yes)(?)(No)	44,46,54
Does he know and comply with ship's orders?	(Yes)(?)(No)	34,40,43,52, 53
Does he believe his leaders are doing all they honestly can to help him as an indidivual?	(Yes)(?)(No)	27,34,39,43, 28
Does he think his leaders "know the score", or understand what really goes on and what should be done?	(Yes)(?)(No)	23,26,30,32, 39,49,50,51, 53,58,39
Does he believe that the better breaks go to those who perform best?	(Yes)(?)(No)	23,32,37,39, 54
Does he believe that in each case the man promoted is the best man?	(Yes)(?)(No)	32,37,39,54
Does he feel free to do as he pleases, within reasonable limits?	(Yes)(?)(No)	33,35,45,50, 51,53
Would he do as well if the threat of Naval discipline were removed?	(Yes)(?)(No)	28,50,56,57

Is his feeling of personal importance in the argumentation about correct?	(Tue)(1)(Ge)	5a, 8, 13, 22, 24, 26
Does he believe that any existing verifiable conditions are reasonably achievable?	(Sun)(1)(Ge)	22, 23, 24
Does he believe that his requests are reasonable?	(Sun)(1)(Ge)	22, 23, 24
Does he notice that in some ways he seems in be his self-minded to somewhat?	(Sun)(1)(Ge)	24, 25, 26
Does he know and comply with auto's orders?	(Sun)(1)(Ge)	25, 26, 27, 28, 29
Does he believe his leaders are being ethically (Sun)(1)(Ge) that honestly one is only his as an individual?		27, 28, 29, 30
Does he think his leaders "know the ropes", or understand what really goes on and what should be done?	(Tue)(1)(Ge)	22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33
Does he believe that the better people go to those who perform best?	(Tue)(1)(Ge)	22, 23, 24, 25, 26
Does he believe that in real life the man promoted is the best man?	(Wed)(1)(Ge)	22, 23, 24, 25
Does he think they do do in planning, within reasonable limits?	(Wed)(1)(Ge)	22, 23, 24, 25, 26
Would it be as well if the bosses of local discipline were removed?	(Tue)(1)(Ge)	22, 23, 24, 25

SECTION II

SUGGESTED TECHNIQUES OF MOTIVATION

The foregoing section was a list of questions designed to indicate sources of trouble or areas of possible improvement. If your answer to any of those questions was (No), it is suggested that you refer to those techniques indicated by numbers immediately following the (No). To do this, first check each technique below to which reference was made. You may happen to place several checks in front of some techniques. Examine all suggestions so pointed out. Those techniques checked several times tend to be more important than those checked only once. Select and try those which are applicable, not already in use, and which fall under your jurisdiction or authority.

Item No.	Check Here	Suggested Techniques of Motivation
1.		Promote good press relations. Help to obtain a good reputation for the man, the ship, and the uniform by supplying news items to local papers, home town newspapers, the negro press, Our Navy, All Hands, and sometimes the Army and Navy Journal.
2.		Cooperate with local, social clubs, and organizations. Help him to meet civilians, to make friends. Arrange ball games between the ship's team and local clubs.
3.		Develop a good nickname for him, one which will enhance his reputation. It will spread. A marine of no particular reputation was given the name, "Firepower Morgan". He soon had the fame of being a real fighting man, which he was, and he improved.
4.		Arrange a mutual admiration society. It will often happen that by their mutual compliments they will convince other people of their own excellence, and they may even convince themselves. This works especially well when both persons hold about equal rates.

5. Give a ship's party of the type the men want. It should be more than recreation for the men. It should help each one to make friends. It should give recognition to outstanding dancers, musicians, etc. It should help to satisfy friends and wives, potent factors.

6. Give dignity and a personal touch. When you have arranged parties, Christmas celebrations, or commendations, it will sometimes pay to mail invitations to the homes of those who should be invited. When a man merits commendation a letter to his family, from his officer, will score a hit.

7. Use an insignia for the ship or unit. Make it good, full of meaning, and simple enough to stencil, if possible. Use it on party programs, baseball shirts, or a battle flag. A good slogan may be used the same way.

8. See that there are souvenirs of the unit available. These may be pictures, insignia, emblems, stickers, junk jewelry, or ship's pamphlets. Decalcomanias, i.e., transfers, are quite cheap and very popular, as are book matches.

9. Each man, if at all possible, should be known as unique in some desirable way. He should be famous for something, whether it be as best poker player, best acey-ducey player, best vision, strongest, best electrician, or best gunner. At least his officers should know his name.

10. Give him some blatently obvious compliment, honest of course, but obvious enough to be almost funny. An example is a fake newspaper headline saying the ship is saved because Homer Brown is back from leave. He laughs, but likes it.

11. Ask his opinion on some important problem in the field of his specialty. Usually it will flatter him, start his thoughts, and secure increased cooperation from him, however, do not do this so often it indicates your ignorance or inability to make a decision. Seek to extend the areas in which he can make decisions. Taking orders is drudgery, but participation in planning and solving problems gives meaning to life and is a good method of developing men.

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12. Teach him the ways of men and how to get along with them. One good suggestion given tactfully might make him one of the boys instead of an outcast. This is difficult as it enters the fields of psychiatry and psychology, but sometimes it will be possible to effectively point out a major personality weakness. His family history might throw light on the problem.

13. Respect his rate or status in the Navy. There is more to be gained from promoting his pride than from breaking it. If he thinks he is good, let him show it. Give ample apportunity. Many bluejackets dislike going back to school because they are usually treated as recruits.

14. Get the right man in the right job. Select for your organization only those men who are interested in the work to be done, and, if that does not solve the problem, place each man in the job which most interests him. The ideal situation is usually impossible, but the closer it is approached, the more performance will improve. Consider his abilities in the same way. He will be inefficient if the job is too difficult. He will be inefficient if the job is too easy and no challenge.

15. Allow him to branch out and specialize along a line which interests him. If he shows interest in any sport or activity, give him all the support possible to help him form a team or get the activity moving. He will be rightfully proud of accomplishment and the ship should benefit.

16. Develope his interest in the subject or the job. Give an inspiring talk. Appeal to his imagination by vizualizations, magnification, inflation, stimulating case problems, questions, charts, pictures, and cartoons. Suprise and shock him to gain attention and interest. If there is a job that fits the man, first interest him in the job, then let him have that job. See that his leaders are enthusiastic. Interest is contagious. Make your own interest infectious.

17. Persuade him to the task. Use salesmanship to explain away his objections, to show facts, to give examples, and to show the advantages, the disadvantages.

12. Have his ideas been so far out of our reach that we have failed to see them? The road supervisor never hesitated to make use of the more technical of our courses. Does an difficult or it mislay his flicks of psychology and physiology, but somehow it will be practical to effectively make use, a major personality-measure, his facility-lighter rides have light on the problem.

13. Report his role or status in the firm. There is more to be gained from promoting his price than from breaking it. If he thinks he is good, let him know it. Give ample opportunity. Many like/which minimize going back to school because they are usually treated as recruits.

14. Has the right man in the right job. Select for some organization only those men who are interested in the work to be done, and, if that does not solve the problem, retain them, or use the job which will interest him. The hard structure is usually impossible, but minor it is economical. The more performance will improve. Discover his abilities in the same way. He will be interested if the job is too difficult. He will be interested if the job is too easy and be challenge.

15. Allow him to prove his own questions rather than a form which frequency him. If he shows interest in any project or activity, give him all the support possible to keep his face a task or get the activity started. He will be practically proud of accomplishment and the site would benefit.

16. Develop his interest in the subject or the job. Even as literature talk. Appeal to his imagination or visualization, manifestation, technique, mission, living-room problem, governess, charts, pictures, and structure. Describe the about his to give ability and interest. If there is a job that does not, after interest with the job, some job involve, yet. Show and his problem and environment. Interest in environment. Show your own interest the problem.

17. Through his to the firm. The authoritarian to show their and his objectives, to give forms, to give solution, and to show the advantages, the disadvantages

the easy way, and the hard way. Give a pep talk. Acting ability is extremely valuable. Appeal to his sense of duty, fairness, or moral code. It will sometimes move him to greater action, but in general, this motivation is not strong enough to move him if he believes that by so doing he stands to lose in some way. Such a sacrifice would appeal to him only if he were assured of regaining the loss, and possibly more.

18. Get the majority of the crew moving on the desired project. It will probably gather momentum and attract him. He will probably join the stampede.

19. Give every job in the ship a simple title which can be used with pride in a letter home. Every mother's son should be in charge of something. Ideally the job should be a pleasure and a reward in itself.

20. Publish his results in a competition or task at which he excelled. Competition is usually valuable because it is a chance to prove ones worth. Individual competition is superior to group competition, and a system of competition in which he attempts to beat a standard or past record is better than a system in which one man wins and the rest lose, better that is for motivating the individual man.

21. Give congratuations, praise, recognition, credit, and commendations whenever possible. This has been proved to be more effective in general than noting only poor performance, reprimanding, blaming, and criticising. However, when praising is done excessively, it tends to lose effectiveness. Give more praise than is due, but only when it is due. Reprimanding is, however, a useful art. One useful statement in semi-reproof is, "I want to commend you. Just give me a chance."

22. Show interest in the welfare of each man. Try to give him what he feels is needed if it is compatible with the needs of the service. See that he understands the needs or objectives of the Navy.

23. Find out what he really wants. Many officers make mistakes here. Often he cannot express his inner wants or does not know them. Things like appreciation, recognition, social acceptance, fairness, and religion

are sometimes hard to ask for. Some sailors do not like to inquire about promotion or even ask for leave, but expect their officers to offer these when deserved. Laziness is a symptom of insufficient motiviation. Find the trouble and rectify it. Eliminate conflicts and develop useful motives. It is good to schedule interviews each quarter in order to get every man. At that time, many routine things could also be checked off, such as fitness reports, beneficiaries, service records, qualifications, etc.

24. Rewards and prizes can be used to increase effective effort. Knowing what he wants will help you select prizes in the "coin of the realm" or things he wants. If he especially needs money, help him qualify for special pay. However, extra liberty might mean more to him. A good example was a brass ash tray made personally by the commanding officer with his signature etched on it. The men wanted that prize. Sometimes promise him what he desires as a reward, <u>but keep your word</u>. Never promise anything you cannot faithfully deliver.

25. Do him a favor, but to obligate him will often show adverse results. Most men do not like to feel obligated to anyone. He might be very happy to do you a favor. It is better this way, as long as the favor does not obligate you as an officer. An occasional sacrifice, for the good of the ship or the service, usually helps to stimulate morale. A man usually feels a little bit noble about doing such a thing as volunteering to take the duty during a ship's party.

26. Make inspections carefully. Locate important troubles raise the ship's standards, and improve morale. Give praise where it is due. Criticize dust when it is a week old, not when it is a thirty minutes accumulation. Do not waste two days preparing for Saturday's inspection. Make them know they are there for a purpose. One example is the captain who would ask men where they had purchased the uniforms. He would compliment the good purchases, but he hunted for those who had been cheated in order to go after the tailors. He thus took an interest in his men.

27. Help him in satisfying his needs by such means as obtaining financial credit in emergencies, arranging legal matters, writing requests for shore duty, and obtaining service benefits.

28. Help him to have ways and means for recreation. Health is an important factor in his efficiency, but don't force physical health on him at the expense of mental health, or morale. The health giving benefits of the athletic facilities at Pearl Harbor were nulified to a great extent when ships were directed to send quotas for recreation. Recreating by the numbers is not fun.

29. Give personal attention, if only in the form of an interested attitude, to marriages, sickness in the family, new babies, and birthdays. It might be wise to send announcements of marriages or births in which chief petty officers are concerned to the Army and Navy Journal. It would be well to have the cook maintain an up to date file of the birth dates of all crew members in order to be ready with cakes. Don't show favoritism by giving cakes for some birthdays but not all.

30. If his attitude is less than desirable because of a fear of the job, or battle, or responsibility, that fear can be lessened by further explanation of the facts, explanation of the enemy, explanation of the plan and policy, and by providing some helpful device as a gun, or a helmet. Some factors reducing fear are confidence, morale, effective activity, social stimulation, humor, self-control, praying, and feeling lucky.

31. Resist his system and his demands by agreement with his arguments but not his assumptions. Attacking his logic attacks him personally. Sometimes it is possible to accept his ideas but to add something to nullify them.

32. Determine who are the natural leaders, those whom the men follow in their informal social groups. If possible, these are the ones who should develop into the official leaders. This does not mean the loud show-how boys who usually lead the first day or two.

33. Give him an opportunity to try leading officially. Let him sign a few more papers. Leading petty officers like to see also their own signatures on such as the damage control bills.

34. Recognize his complaints. Grievances should have some outlet. They are real to him, and you might as well accept them as a problem. Set up a procedure for locating and resolving his grievances. Come to an understanding. At least let him talk it out. An officer only fools himself when he says his door is open to all grievances. Only a few walk in. Grievances should be settled as quickly as possible and as near the source as possible. Ideally, the man's immediate superior should be able to settle the thing. The ain is to settle it to everyone's satisfaction, and that cannot be if the grievance is blocked by some officer. The man with a grievance should be able to wait until a session when all grievances are invited, or he should be able to put it on a simple request blank and take it to a request mast. After satisfying the individual it is desirable to remove the cause of similar complaints throughout the ship. Interviews with men being discharged are helpful.

35. Arrange to give him an independent job for a change. In fact, it has been shown that almost any change, such as ventilation of lighting, will increase production if it is made in an honest effort to consider the needs of the individual.

36. Assign him some task of special importance at which he can succeed, or when starting him on a new type talk, make it first an easy task at which he can succeed. Definite success increases interest, pride, and confidence. Fit a task to the man.

37. Set definite standards of performance. An accurate goal, usually in itself improves performance. It permits a sort of quality control. It enables a more accurate measurement of performance as a basis of proficiency marks, or a competition. There should be understandable specifications telling when the task is completed, what is satisfactory performance, what is perfect performance, and what is the best record ever made. It must be a goal he can reasonably expect to be able to attain. Learning is much acceler-

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ated when there is a recognized, immediate goal. Pilots learn safety precautions faster after a recent crash.

38. Set a progressive or moving goal, one that lets him know hour by hour, day by day, and year by year whether or not he is doing satisfactorily and improving. It may be his schedule for self-education, or for advancement in rating, or a graph of work done vs. the date to measure his progress.

39. Know your men, their achievements, interests, and abilities. Sometimes items of family history will be important. Keep a notebook and records of your men. Jot down observations, good and bad, as they occur. Records will back up such things as proficiency marks, promotions, rewards, and privilèdges. Your records will help to gain you a reputation for fairness. They will help to prevent wasting a man's time by giving the same lecture several times. If you should desire that your juniors keep theinotebooks, it would be well to supply them with notebooks printed to facilitate the records.

40. Give him sufficient authority to carry out his orders. This may seem like an unnecessary caution, yet it constitutes one of the greatest complaints offered by men who are supposed to get a job done.

41. Help him by giving guidance, such as the now popular career planning. Help him get savings started if he so desires. Give him any help that he might reasonably desire in performing the tasks you assign. Advise him how to get information. A word to the radar operator at the right time will simplify his problem.

42. Help him to achieve success by developing his abilities and skills. Give general and specific training and education to increase both interests and abilities. Tests of interests, achievement, and knowledge, given apart from any formal course of study can, in themselves, increase interest.

43. Give orientation in the local situation, indoctrination, in customs, rules, regulations, routine, policies, and objectives. Help him to see how the Navy's needs relate to his own needs, wants, and values. A ship's handbook is extremely valuable. It is usually more interesting than the ship's orders, better understood

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more widely distributed, and much appreciated as a souvenier. He should have a simple organization chart to show where he fits in. He should have another chart to show his avenues of promotion, with qualification references indicated.

44. Teach a problem solving attitude, because a strict, bookkeeper mind will not see an exception to the rule when it is necessary. Teach a "can do" attitude. It is possible to develope a crew to the point that they are confident and eager to accept each challenge to show again they "can do anything!

45. Hold an informal conference to plan the project if practicable. If the participants can hold a complete discussion seeing all sides and find a mutual decision they will have a better understanding and a better spirit of cooperation! Participation gives a man more satisfaction than following orders. As one opportunity, it is now required that the ship's welfare fund be spent through such discussion groups, composed of both officers and men, and subject to the commanding officers approval. Conferences are excellent for training and indoctrinating.

46. Help him by supplying a method to do the job. This may be conventional education and training, or it may be more specific methods. Supply a better filing system, a findex, or notebook! Teach him to carry a notebook and to jot down ideas as they occur, in order that they may be saved and used. Supply a trick to aid the memory, such as a rhyming scheme. Give him a better machine or equipment.

47. Habits and customs cause behavior to follow a pattern. You can turn them to your advantage or kill them. Add new ones or change the old. Training should aim to build up good habits. Steering becomes a habit as does swearing or handling battle telephones. If the helmsman occasionally uses left rudder instead of right, it might be a lack of understanding, or it might be a bad habit, e.g. misreading the compass. The customs that guide him are his own, not ones you try to impress on him. He must be convinced.

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48. Give credit and recognition especially for new ideas. They are of value to the Navy and they give him a strong sense of achievement. Whether you get the ideas through a suggestion box or a casual conversation, appreciate them. Help him prepare them, submit them to the Navy, paptent them, publish them, profit from them, or put them into use. See that the enlisted man gets all possible credit. Suggestions like grievances, must have an outlet.

49. He needs activity. He tends more to be happy and satisfied when busy. The activity is of greater value both to production and morale when it is useful activity, when he participates in the planning, when he understands, etc. This suggests closer attention to recreational facilities and education.

50. Help him by making decisions which he can count on. He may dislike delaying his plans because of his officer's inability to decide. He needs a sense of security in handling his personnel affairs.

51. Keep him informed as much as possible. The morning orders provide a good method as do bulletin boards, ship's papers, and morning quarters. Tell him, if at all possible, that the ship will be in New York City for the Fourth of July. His wife's parents may live there. Facts are the best means of combating rumors. Never repeat a rumor.

52. Require specific behavior by setting up rules, regulations, standard procedures, routine reports, responsibility, and an organization for checking, inspecting, and enforcing. This method is advisable to a limited extent. It includes no effort to get the maximum, willing effort from each bluejacket.

53. Check your orders to remove any unnecessary, excessively strict or harsh provisions. Orders are worthless when they are not practicable, but make certain that the orders, both written and oral, are readable, understandable, and reasonable. In general, control by too many orders does not elicit the willing cooperation and high morale of more flexible methods.

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54. Organize his job well in order that he may work without wasting time waiting for others, and so that he may fit into the team effectively. A time and motion study might improve a gun crew or an engine room force. A process chart showing the actions of each man during each evolution or situation would help a crew to operate with a minimum number of men. A job analysis might show that he is overloaded with work, that he is responsible for more than his share. A flow of work analysis and organization analysis could show procedure bottle necks.

55. A nuisance might be supplied which would so annoy him when performance is not up to standard that he would come around and get in line. It might consist of excessive questioning, fewer priviledges, or dirty jobs. This works, but is detrimental to morale. There are better ways.

56. Use masts, courtsmartials, convictions, and punishments to enforce obedience and compliance only when necessary. Warnings and threats of discipline are undesirable in general. Threats are resented.

57. Physical force may work sometimes to keep a man in line, but in general it is illegal, out of date, and unsuited to use in the present United States Navy.

58. Use these techniques with an eye to the objective. For example, a petty officer may have excessive pride in his own personality or skill and he may only blame others for inefficiencies in his department or gang. In that case the motivation technique may be aimed at development of team spirit and pride in leadership. Rewards and recognitions may be given for overall results of the unit. Orientation can be planned to develop a better perspective. The famous "Four Horsemen" of football were given a new perspective in one important game. They were on the losing end until the first string line was put in.

CHAPTER FIVE

CONSTRUCTION AND FORM OF THE CHECK-LIST

GENERAL

There are three main features to the check-list:

1. Section I -- a list of questions to be answered by the user, and designed to accomplish the following:
   a. Stimulate careful consideration of the men immediately under his jurisdiction.
   b. Cause his thinking to be more objective.
   c. Provide an evaluation of the personnel situation situation as regards motivation.
2. Section II -- a list of motivation techniques, designed to accomplish the following:
   a. Suggest techniques which may be new or momentarily forgotten.
   b. Promote completeness by presenting as far as possible all of the useful motivation techniques.
   c. Promote brevity by short statements and a minimum of duplication, without reducing everything to a platitude of no specific meaning.
   d. Promote understanding by arranging facts logically and with regularity.
3. A link between the questions and the techniques. This consists of a series of reference numbers after each

question. There remains point to the technique con-
sidered suitable for qualitative in order to remedy
a deficiency revealed by measuring the questions.

Illustration of the questions

In order to accomplish the collection of concrete con-
siderations and objective thinking, many open questions are
retained in the final form which enumerates the self interest,
which did not survey an attitude of Pacific thinking, which did
not arouse resentment, and which were not limited to the Navy
officers. During development of the questions, there have
been a total of sixty-four completely different questions
considered. These have been reduced to the product total
of thirty-eight and in the present form by soliciting sug-
gestions and suggestions of twelve Navy officers, three army of-
ficers, and four professors at the Ohio State University.
All of these suggestions were made during interviews of
varying length, some in groups and some individually. All
of these persons expressed the opinion that section I of
the Check-list, consisting of questions, was a valuable
feature.

The link between the questions and the suggested meth-
ation techniques requires that questions bear upon every
technique, also that questions partial to each of the common

problems besetting Navy officers as regards the motivation of men. It would be presumptious to claim final and complete coverage of such a boundless subject, which includes many phases of leadership and morale. But, if a large percentage of the problems, supposedly within the defined field of motivation for Navy leaders, does not fit into the scheme and extent of the check-list, it is not worthy to be classed as an instrument of scientific, personnel administration or training. The check-list questions are a balance between completeness, brevity, and appeal.

THE MOTIVATION TECHNIQUES

"The very essence of scientific method is sound and useful classification."[1/] A search of pertinent literature revealed many different classifications of the motives of men. These ranged from industry's two divisions, financial incentives, and non-financial incentives, and the two-way classifications of some biological psychologists, that all drives are basically either acquisitive or avertive,[2/] to the long

1/ Walter E. Spahr and Rinehart J. Swenson, Methods and Status of Scientific Research (Harper and Brothers Publishers, New York, 1930), p. 14

2/ G. W. Allport, Personality (Henry Holt and Company, New York, 1937), p. 118.

problems concerning they differed in regards the motivation of men. It would be presumptuous to state that an complete coverage of such a questionnaire, which included many phases of industrial and morale. But, if a fair presentation of the problem, especially within the natural limit of justification for this inquiry, does not fit into the mental pattern of the check-list, it is not worthy to be discussed as an instrument of reliability, personnel maintenance or training. The check-list questions are a balance between completeness, brevity, and depth.

THE MOTIVATION STATEMENT

The very essence of motivation method is based on rational classification.[1] A session of getting interviews involves many different classifications of the motives of men. These ranged from insecurity to the dividends, financial liquidity, and non-financial liquidity, and the two-way correlations of some biological personalities, that all humans are basically either emotionally or practical, or in the long

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[1] Walter E. Hoyt and Dimond C. Ammons, Personnel and Industrial of Motivation Research (Chicago: and Industrial Relations, 1948), p. 18.

[2] G. W. Allport, Personality (Henry Holt and Company, New York, 1937), p. 118.

lists presenting man's basic needs or drives. Many of those basic needs are of little practical use in the United States Navy, e. g. the sex drive, or the need to urinate. The financial and non-financial classifications usually used by the personnel experts of U. S. industry, serve no useful purpose here, because relatively few financial incentives can be used in the Navy. A special classification is needed here to aid in presenting the motivation technique. Specifically, it is necessary that the classification help in the following ways:

a. Promote completeness by containing as many as possible of the useful motivation techniques.

b. Minimize confusion by arranging facts logically, understandably, and with regularity.

c. Minimize duplication, and thereby promote brevity.

No list or classification of motivational factors could be found which was completely satisfactory for the present purpose, meaning, all-inclusive, logical, and brief.[3/] Attempts were made to analyze the techniques and to sort them in various ways, but always too much interlocking and overlapping prevented separation into clear-cut groups.

3/ Some of the sources and classifications examined were:

little practicing man's basic needs or drives. Many of these basic needs are of little practical use in the United States today, e.g. the sex drive, or the need to eliminate. The financial and non-financial classification usually used by the personnel experts of U. S. industry, serve no useful purpose here, because relatively functional incentives are in use in the Army. A special classification is needed here to aid in promoting the motivation toward. Specifically, it is necessary that the classification help in the following ways:

a. Promote confidence by containing as many as possible of the useful motivation techniques.

b. Minimize confusion by preventing from logically understandably, and with regularity.

c. Minimize duplications and thereby promote brevity.

In lieu of classification of motivational factors, it will be found that we manipulate military for the primary purpose, meaning, self-motive, logical, and total. Attempts have made to analyze the techniques and to work them in various ways, but always has been interfering and confusing provoked operations into disorder.

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H. A. Murray, et. al., Explorations in Personality (Oxford University Press, New York, 1938), p. 144. Murray presented a long list of basic, human needs; Webster Robinson, Fundamentals of Business Organization (McGraw-Hill Book Co., New York, 1925), p. 198. Robinson classified incentives as 1. Non-Material, including interest, appreciation, recognition, and executive good will, 2. Semi-Material, including placement, working conditions, steady employment, and advancement, 3. Material; D. E. Cameron, and H. G. Ross, (eds.), Human Behavior and Its Relation to Industry (A Series of lectures delivered at McGill University, Montreal, Canada, January 12- March 28, 1944), p. 46. F. S. Alexander, in his lecture "Motivations and Incentives", classified them as 1. Financial Incentives, 2. Non-Financial Incentives consisting of a. Interest Motivation, b. Social Motivation, and c. Motivation by Promotion and Transfer; Many publications classify incentives as 1. Positive Incentives and 2. Negative Incentives, or 1. Intrinsic Incentives and 2. Extrinsic Incentives; Ernest Windle, Motive (The Catalina Islander, Avalon, California, 1925), p. 17. Windle classified human motives as 1. Motive controlled (to love, and to hate), 2. Impulse controlled, 3. Habit controlled, 4. Will controlled, 5. Pleasure controlled; Ralph C. Davis, Industrial Organization and Management (Harper and Bros., New York, 1940), p. 526. Davis referred to 1. Quality incentives and 2. Quantity incentives; and A. Angyal, "Basic Sources of Human Motivation," Trans. New York Academy of Science (1943), Vol. 6, pp. 5-13. Angyal reduced motives to two basic tendencies, 1. A trend toward increasing autonomy, or a tendency to master the environment, and 2. A trend toward harmony, i.e., a trend to be in harmony with such as God, ethical world order, etc.

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The following classification is the one developed and used to organize the check-list techniques of motivation:

1. Social Acceptance - This is interpreted to include the needs or desires for recognition, participation in the group, belongingness and security in the group, love and affection.
2. Personal Interests and Attitudes - This includes attitudes of interest, danger, safety, autonomy, aggression, dominance, abasement, boredom, and orderliness.
3. Material and Tangible Rewards - This includes values desired such as money, better food, comfort, and leaves.
4. Achievement - This includes any form of accomplishment, success, or progress.
5. Assistance - This includes any form of help a leader can give to his men. When needed by the men, it is a big factor affecting their morale, discipline, loyalty, cooperation, and enthusiasm.
6. Obedience through Force - This includes restrictive regulations, enforcement of regulations, and punishment.

The various motivation techniques are arranged generally in the list in the same order as the above classification.

The following classification is the one employed and used to organize the check-list questions of motivation:

1. Social Acceptance - This is interpreted to include needs or desires for recognition, participation in the group, belongingness and security in the group, love and affection.
2. Personal Interest and Fulfillment - This includes attitudes of independence, dominance, achievement, aggression, curiosity, discovery, variety, and self-fulfillment.
3. Material and Physical Security - This includes values desired such as money, better food, comfort, and leisure.
4. Recognition - This includes any form of recognition, success, or prestige.
5. Satisfaction - This includes any form of work a worker can give to his own. Also needed by the man. It is a big factor effecting their morale. Discipline, loyalty, cooperation, and self-esteem.
6. Guidance Through Power - This includes authoritative regulations, enforcement of regulations, and supervisors.

The various motivation techniques are arranged generally in the list in the same order as the above classification.

However, if the divisions in the list of techniques were made completely separate, in accordance with the classification, some of the techniques would appear under several of the headings. Therefore, the divisions are omitted and the classification subtly serves to provide logical graduation or progression from one technique to the next. 1/

The motivation techniques have been collected by extensive reading literature in the fields of motivation, leadership, morale, personnel management, psychology, public administration, business administration, incentives, etc., by consideration of the opinions of Naval officers, psychologists, and other persons of experience in personnel management, and by drawing upon the author's experience. An effort to substantiate the motivation techniques presented is made in Chapter VI.

1/ It is not desirable to become side tracked into a discussion of the classifications and terminology of motivation. There is no definite agreement on these subjects. Kenneth Burke, in his Grammar of Motives, (Prentice-Hall, Inc., 1945), enters into a long, philosophical discussion of the various meanings of the terms. He presents five terms as necessary in the discussion of motivation, and he then proceeds to show how the many theorists and scientists use other words meaning somewhat the same. His terms are: Act (what was done), Scene, (when or where it was done), Agent, (who did it), Agency, (how he did it), and Purpose, (why he did it). Arguments arise when various thinkers use different terms to mean the scene of human action, e.g. "God", "Nature", "Environment", "History", "Means of production", or "The Navy".

However, if the divisions in the list of [illegible] were made completely separate, in accordance with the classification, some of the textures would appear more central of the heading. Therefore, the divisions [illegible] and the classifications might serve as provide logical [illegible] nation or progression from one [illegible] to the next.

The motivation techniques here [illegible] by extensive reading literature in the fields of [illegible], industrial, social, personnel management, psychology, public administration, business administration, [illegible], etc., by consultation of the opinions of [illegible] attitude, psychologists, and other persons of experience in personnel management, and by [illegible] from the [illegible] experience. An effort to substantiate the motivation techniques [illegible] is made in Chapter VI.

4/ It is not desirable to become side tracked into a discussion of the classifications and terminology of motivation. There is no definite agreement on them anyhow. [illegible] says in his Dynamic of Behavior, [illegible], Inc., 1949), [illegible] enters into a long [illegible] of the various terminology of the terms. He points five [illegible] necessary in the discussion of motivation, and he then proceeds to show how the many theorists use motivation [illegible] when making [illegible] the same. His terms are: Act (what was done), Motive, (why he (they) did it) and Goal, Result, (was did it). Energy, (how he did it), and Purpose, (why he did it). Psychologists often [illegible] [illegible] use different terms to mean the same of human action, e.g. "Need", "Drive", "Involvement", "Military", "Means of protection", or "The Army".

The majority of books concerning military leadership consist of miscellaneous sections or paragraphs presenting platitudes, citing cases, quoting famous leaders, presenting various "cruxes" of leadership, and bandying about powerful words such as discipline, loyalty, morale, duty, and training.[5] The Navy is more specific than most leadership books in that it suggests a problem-solving method and later presents a list of grouped, leadership techniques, but there is no direct linkage between the problem-solving method, or the fact finding suggestions, and the recommended techniques.[6]

5/ W. O. Jenkins, "A Review of Leadership Studies with Particular Reference to Military Problems," Psychological Bulletin, (January, 1947), Vol. 44, No. 1, pp. 54-79.

6/ United States Navy, Bureau of Naval Personnel, Manual for Practical Development of Leadership Qualities, NavPers 16154. (Navy Department, Oct. 1944), pp. 9-10 and 38-39. The following steps were presented to "make clear exactly what problem solving means":

1. State clearly the problem. What is the task? What is the objective?
2. Assemble all pertinent facts. The facts about the environment, about the man, about material, about the leader himself must be clearly set forth.
3. Analyze the problem in the light of the facts. The knowledge of the leader, his judgement, his reasoning powers will be called into operation in this step. He gets a complete picture of the entire situation.
4. Set up a tentative conclusion — a plan of action and a method of carrying it out. Following his analysisthe leader weighs various alternatives and decides on a tentative plan.
5. Check the conclusion to determine whether or not it is consistent with the facts, with the experience of

The activity of Joint Commanding Military Leadership consists of administrative functions or managerial processes, planning, acting, guiding human leaders, preserving various "houses" of leadership, and keeping about powerful words such as discipline, loyalty, morale, duty, and training.[1] The Navy is more specific than most Leadership books in that it suggests a problem-solving method and later presents a list of groups, leadership behaviors, but there is no direct linkage between the problem-solving method, or the four training evaluations, and the recommended behaviors.[2]

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[1] O. Gordon, "A Review of Leadership Studies with Particular Reference to Military Problems," Experimental Leadership (January, 1957), Vol. 44, No. 1, pp. 1-[illegible].

[2] United States Navy, Bureau of Naval Personnel, Manual for Practical Development of Leadership Qualities, Navpers [illegible]. (Navy Department, Oct. 1961), pp. 2-30 and 32-34. The following steps were presented to "make clear exactly what people are striving among":

1. State clearly the problem. (Not in the usual "what is the matter?")
2. Assemble all pertinent facts. Be duly alert the environment, about the job, about material, about the leader himself and in clearly and fully.
3. Analyze the problem in the light of the facts. The knowledge of the leader, the judgment, his experience, the powers will be called into operation in this step.
4. Set up a tentative solution — a plan of action and a method of carrying it out. Following his analysis the leader weighs various alternatives and decides on a tentative plan.
5. Check the tentative to determine whether or not it is consistent with the facts, with the experience of

the leader, with the experience of others."

The techniques of leadership were listed very briefly, and were combined into eight groups, "Acts of leadership may be grouped more or less rigorously into the following categories:"

1. Acts involving giving commands.
2. Acts involving giving orders.
3. Acts involving the enlisting of cooperation.
4. Acts involving the promotion of good discipline.
5. Acts involving the establishment of respectfor officers.
6. Acts improving bad morale due to feelings of a lack of recognition.
7. Acts improving bad morale due to feeling of insecurity.
8. Acts involving the establishment of a proper organization.

The Check-List of Motivation covers all of the above categories in general except that part which has to do with the personality of the leader, his bearing, tone of voice, etc.

the leader, with the experience of others."

The techniques of leadership were listed very briefly, and were combined into eight groups. "Acts of leadership may be grouped more or less formally into the following categories:"

1. Acts involving giving commands.
2. Acts involving giving orders.
3. Acts involving the initiation of conversation.
4. Acts involving the promulgation of good discipline.
5. Acts involving the establishment of cooperation attitudes.
6. Acts involving and provide for training of a high degree of readiness.
7. Acts involving and provide for training of leadership.
8. Acts involving the establishment of a proper environment.

The functions of initiation covered all of the areas involved in general morale that you could hope to develop in personality of the leader, his position, sense of values, etc.

A comparison of one group of leadership techniques from the Manual for Practical Development of Leadership Qualities[7] against the related motivation techniques in the check-list will show that the check-list is more specific. The reference numbers to the right of each leadership technique below refer to the motivation techniques in the check-list.

LEADERSHIP TECHNIQUES INVOLVED IN GIVING RECOGNITION

1. The leader only gives praise when praise is due. He does not flatter. -21,48-

2. The leader is always available to his men -34-

3. The leader is interested in the promotion of his men. He encourages them to prepare for advancement. -14, 16,22,24,34,41-

4. The leader sees to it that he is the first person to whom a man might turn in case of trouble. -27,34-

5. The leader has respect for the feelings of men of all ranks. -1 throughll, 13, 29-

6. The leader expresses sympathy and interest in a man's cause, even though he might disagree with him. -22,23-

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7/ Manual for Practical Development of Leadership Qualities, loc. cit., p. 38.

A comparison of one group of leadership techniques from the Manual for Operation Development of Leadership Qualities[7] against the raiding motivation techniques in the check-list will show that the check-list is more specific. The reference numbers to the right of each leadership technique take refer to the motivation techniques in the check-list.

LEADERSHIP TECHNIQUES INVOLVED IN RAIDING MOTIVATION

1. The leader only gives people what they want. He does not flatter. -1,2,3-

2. The leader is always available to his men -4-

3. The leader is interested in the welfare of his men. He encourages them to express for themselves. -14, 16,20,24,26-

4. The leader says so if he is in the first place to show a man right when is case of trouble. -17,18-

5. The leader has respect for the type men of men of all ranks. -1 throughout, 22, 27-

6. The leader expresses sympathy and interest in man's owner, even though he might disagree with him. -

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7/ Manual for Operation Development of Leadership Qualities. loc. cit., p. 26.

7. The leader is interested in the man's quarters and mess. -22,23,28-

8. The leader studies his men. There are many little things that tell him about his men -- the pictures they put on the bulkhead, their friends, the medals they might be wearing, etc. -- The questions in Section I, 39 -

CROSS REFERENCE OF QUESTIONS TO TECHNIQUES

The connection between the questions and the answers is made by placing numbers after each question, which numbers refer to individual techniques. The reference numbers are to be used if the answer to the question under consideration is (No). The answer, (No) does not necessarily indicate a bad situation. It is only significant to the extent that characteristics are pointed out which can either be improved or which can be used to the benefit of the man and the Navy.

Each question refers to several motivation techniques, and each motivation technique is referred to by one or more questions. This multiple cross reference permits removal of all duplication. Any leadership book which discusses separately loyalty, morale, duty, discipline, etc., must duplicate to some extent the discussions of ways and means of developing each of those attributes. Also this check-list

2. The leader is interested in the work performed and more. -Ex.Ex.Ex-

3. The leader studies his men. There are many little things that tell him about his men -- The pictures they put on the bulletins, their friends, the tools they place in workings, etc. -- The questions in section 1, 2a -

Good statement of problems of Transference

The connection between the problems and the answers is made by placing numbers after each problem which refers to motivational techniques. The reference numbers are to be used if the answer to the question under consideration is (No). The answer, (No) does not necessarily indicate a bad attitude. It is only significant in the light that observations are pointed out which can either be improved or which can be used to the benefit of the men and the Army.

Each question refers to several motivation techniques, and each motivation technique is referred to by one or more questions. This multiple cross reference permits removal of all duplication. Any leadership book which emphasizes somewhat loyalty, morale, duty, discipline, etc., must duplicate to some extent the discussions of very and some of overlapping each of those attributes. Use this check-list

makes it unnecessary to discuss definitions of morale, loyalty, etc. These terms overlap, but in the check-list it is of no particular consequence. Every motivation technique can be referred to which in any way touches on the factor under consideration, be it loyalty, morale, interest, or ability.

The system of the check-list is flexible in that it suggests varied techniques rather than searching mechanically for the best remedy. It is flexible in that improvements can be made by adding or changing questions, techniques, or cross references. Eventually, it might be desirable to include all leadership factors in this list. As more of the subject is learned, a factorial analysis might become practicable, which might produce mathematical weighting factors for comparison of various techniques, but at present, until more is known of the factors of motivation or of leadership, flexibility is desirable. Refinement of the instrument may come as experience and experiments accululate.[8/]

The statement is made in the check-list, immediately ahead of the suggested techniques of motivation, that "Those techniques checked several times tend to be more important

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8/ For some suggestions on factorial analysis applicable to this problem, see T. L. Kelley, Talents and Tasks, Harvard University, Educational Monograph No. 1, Cambridge, 1940., passim, p. 47; Jenkins, op. cit., passim; and Murray, op. cit., passim.

make it unnecessary to discuss definitions of morale, morale, etc. There seems evidence, but in the checklist it is of particular consequence. Some evidence indicates can be referred to which in any manner on the factor other combinations, be it loyalty, morale, interest, or ability.

The system of the check-list is flexible in that it suggests varied techniques rather than necessarily the best usually. It is flexible in that improvements can be made by adding or changing questions, indicators, or cross references. Eventually, it might be desirable to include all industrially focused in this list. In case of the analyst in learning, a tentative analysis might begin practically, which might produce experimental collecting systems for comparison of various techniques, but at present, until more is known of the factors of motivation or of leadership, flexibility is desirable. Development of one [illegible] by case as other items and cross items [illegible].[E]

The statement is made in the check-list, [illegible] about of the suggested techniques of motivation, that these techniques checked several times had to be more important

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E/ For some suggestions on factorial analysis pertinent to this problem, see F. H. Allport, Theories and Cases, Harvard University, Graduate School, [illegible], pp. 27; Jenkins, op. cit., passim; see also Roethlisberger, op. cit., passim.

than those checked only once." The statement is true, because several checks in front of a given technique indicate that it is probably applicable to several types of problems. And if other things are equal, the technique which is likely to aid several problems is a better first choice than the technique which is applicable to only one of the same problems. The number of checks and the importance of a given technique are approximately, directly proportional to each other. However, the relationship is not accurate for several reasons. Though all the questions are different, some problems are touched on by several questions. And though the techniques are all different some are naturally more important and more nearly cure-alls than others. To minimize this last effect, those references were removed which were the least important of those pointing to techniques which were referred to by many questions. Now, only six of the fifty-eight techniques are referred to by more than six questions, and only two are referred to by less than three questions.

CHAPTER VI

EVIDENCE SUBSTANTIATING THE MOTIVATION TECHNIQUES

Almost all the experiences or experiments which can be offered as evidence substantiating a given technique will also tend to substantiate other techniques. The opinions of various writers also overlap. It would be impracticable to repeat evidence each time it applies. Also it would add much bulk if the several conclusions of various experiments were separated. In this chapter, there is presented considerable evidence conforming in general to the order of the check-list, and backing up the general psychology in the check-list.

The first eleven techniques aim particularly at increasing a man's fame, reputation, and social acceptance. The majority of those techniques are well known and widely practiced in industry, as well as the Navy. Every ship and station appoints a public relations officer. It has been noted that some of the items are neglected, or forgotten, by the public relations officer and others who could help.

Though various writers do not use the same terminology, almost all the leadership books carry the concept that a man's social acceptance, his fame and reputation strongly affect his morale and his inclination to work or cooperate with

CHAPTER IV

EVIDENCE SUBSTANTIATING THE MOTIVATION PROBLEMS

Almost all the experiences or observations which can be offered as evidence substantiating a given hypothesis will also tend to substantiate other hypotheses. The illusions of various writers also overlap. It would be impossible to repeat evidence such that it applies. Such a method fail much half if the personal observation of various experiments were recorded. In this chapter, then, is presented considerable evidence concerning the general in the order of the check-list, and including of the general anxiety in the check-list.

The first-above technique is particularly of interesting a man's fears, repulsions, and social inhibitions. The majority of these techniques are well known and widely practiced in industry, as well as the Army. Their use and evaluation supplies a public relations officer. It has been found that some of the items are negative, or dangerous, to the public relations officer and also to the media.

Though various authors are in not any the same conclusions, aimed all the isolewhip to the part; the concept that a man's social acceptance, his fear and aspiration strongly influence his service and his inclination to act or escape the situation

and for his officers. This does not boil down to praise, or newspaper recognition, or any other one statement, no matter how broad. It is a matter of human relations.

Some officers object to the nickname technique of item #3, but it works if handled right. A true example is given in the check-list. If a reputable nickname will spread farther and be better known than his given name, it will usually be appealing to the man. Whether an officer will use the nickname to start it or suggest it subtly to others depends upon the officer and his situation.

The "Mutual Admiration Society", item #4, works. Two destroyer captains arranged to compliment each other often, especially in the presence of the division commander. The reputation spread from the division commander, and from the crew members who overheard the compliments.

No experiments have been found which designed to prove the comprrative worth of the first eleven items. Naval officers have reported success with all. Many writers express opinions favoring the same techniques.

Item #12, teach him the ways of men and how to get along with them, is probably the most difficult of all techniques. It usually requires an expert psychologist. However, it is a technique which is known to work successfully in the Navy, and one which should be included here. This introduces us to the subject of human relations.

and for his efficiency. This does not well mean to quality, or management recognition, or any other job advancement, as well as the bread. It is a matter of human relations.

Some officers subject to the minimum technique of time-study, but it works if handled right. A true example is given in the Guard-Line. If a recruiting officer will convince the men that he better knows what his given men, he will usually be succeeding to the men. Course an officer will use the minimum to start it or support it unfully to others depends upon the officer and his situation.

The "Postal Inspection Service", Item 8d, says. The department employs attempted to simplify work, other offices, especially in the presence of the division commander. The requisition signed from the division commander, and from the crew members who overheard the conversation.

No experiments have been made which designed to prove the comparative worth of the first eleven items. Naval officers have reported success with all. Most military leaders opinions favoring the same techniques.

Item 8d. teach his men of what one has to put along with them, is probably the most difficult of all techniques. It usually requires an expert psychologist. However, it is a technique which is known to work extraordinarily in the Army, and one which should be limited to. This information is to the subject of human relations.

The experiments at the Hawthorne Plant of the Western Electric Company deserve careful consideration.[1/] The details are too complex to describe here, but the conclusions are pertinent, to the subject of human relations. It was found that in each group of employees there was a social organization, a banding together, to protect against practices they interpreted as a menace to their welfare. This social organization manifested itself in:

1. "Straight line" output.
2. Resentment against wage incentive system. (Which resentment was sufficient to nullify the incentive.)
3. Expressions which implied the group, piece-work, wage incentive plan was not functioning satisfactorily (as desired by management.)

1/ These were very comprehensive, experimental studies, conducted as far as possible in the real life, industrial situation, during the years 1928-1932. There were four parts to the studies; 1. Comprehensive interviews with 20,000 employees, 2. Observation of the work behavior of five women, 3. Observation of the work behavior in a shop department, and 4. A study of the work behavior of fourteen male operators in a controlled shop. See F. J. Roethlisberger and W. J. Dickson, Management and the Worker, (Harvard University, Publication of the Graduate School of Business Administration, Vol. XXI, No. 8, Cambridge, 1932) Roethlisberger and Dickson, p.2, and passim. Or see F. J. Roethlisberger, Management and Morale, Harvard University Press, Cambridge, 1941, passim.

The experiments at the Hawthorne Plant of the Western Electric Company answer crucial questions. The details are too complex to consider here, but the conclusions are pertinent. By the subject of human relations. It was found that in each group of employees there was a social organization, a leading together, to protect equal interests they introverted on a resource to fight management. This social organization manifested itself in:

1. "Straight line" output.

2. Resentment against over incentive system. (Each increment was sufficient to nullify the incentive.)

3. Expressions which implied the group pressure, were incentive plan was not functioning satisfactorily (as desired by management.)

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[1] There were very comprehensive, experimental studies, conducted as far as possible in the real life, industrial situation, during the years 1927-1932. There were four parts to the studies; 1. Comprehensive laboratory studies (R.D) employees. 2. Observation of the work behavior of five women. 3. Observation of the work behavior in a shop department, and 4. A study of the work behavior of fourteen male operators in a specialized area. See F. J. Roethlisberger and W. J. Dickson, Management and the Worker. (Harvard University Publication by Harvard Graduate School of Business Administration, Pa. 1939, Bo. R. Cambridge, 1939) Roethlisberger and Dickson, p.8, and passim. Cf. also F. J. Roethlisberger, Management and Morale, Harvard University Press, Cambridge, 1941, passim.

4. Informal practices by which recalcitrant members (i.e. rate killers) could be chastised and brought into line.

5. Informal leadership

6. Preoccupations of futility with regard to promotions.

7. Extreme likes or dislikes toward immediate supervisors, depending on the attitude of the latter toward their behavior.

Rothlisberger found that what the group though tended, to some extent, to dominate things.[2/] This has implications in the use of all motivation techniques. There existed at Westinghouse interhuman relations not defined or represented in the Company Plan, and, although the Company defined what certain human relations should be, they were in some instances not in fact as planned. For example, the relation of supervisor to employee worked out in practice somewhat differently from the way which in theory it was supposed

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2/ Refer to technique #4 Again. By mutual compliments or by self compliments a man or a crew can come to believe in its own superiority. An example was Hitler's race of supermen. Also see #47 which concerns the importance of belief.

4. Informal questions by which recalcitrant employees (i.e. vote killers) could be encouraged to toe the line.

5. Informal leadership.

6. Presumptuous of validity of the report to prevailing.

7. Either lines or divisions [illegible] immediate supervisors, depending on the attitude of the minority toward their superior.

Hoffsberger found that most the group [illegible] to some extent, to consider [illegible]. Thus the implications in the use of all motivation techniques. Thus [illegible] Hawthorne interhuman relations not defined or [illegible] in the Company file, and, although the company [illegible] what certain human relations meant be. They were in some instances not in fact as planned. For example, the relation of supervisor to employee varied not in [illegible] what differently from the way which is [illegible] [illegible]

[illegible] Hoffsberger to Hopkins, 24 April. [illegible] [illegible] by half complaints a man or a [illegible] [illegible] in its own responsibility. An example was Hilary's [illegible] [illegible]. Like one [illegible] which concerns the institution of [illegible].

to work out.[3/]

The actual organization was found to break down as follows:

1. That organization which was theoretical, the blueprint plan.
2. The social organization or the actual human situation.
3. The informal (social) organization, or those aspects not conforming to the technical representation but which exist, informal leaders, grouping, etc. (See technique #32 in the Check-List).

3/ Roethlisberger & Dickson, op. cit., p. 13 ff.
Roethlisberger continued to explain that the technical organization represented the worker as being primarily motivated by economic interest, but that nothing could be more in variance with the fact. The behavior of a worker was often opposed to his own self-interest. An example occured during the observation of the new wage incentive plan. The plan had been introduced to help the worker as well as the company, yet he resisted it. The workers behavior was essentially non-logical in character. As a general rule, the workers behaved in such a way as to give management the least opportunity for interfering with them, their ways of work, or their personal relations with each other. The workers too, often found themselves in the position of having to accommodate themselves to changes when they did not initiate.

It was found wrong to concieve of such behavior by the employees as being a symptom of hostility between management and the employees. While interviewing employees on 40,000 complaints, none were found to be directed against the company in general. Also it was found erroneous to blame the usual scapegoats of faulty supervisions, mismanagement, restriction of output, etc. The symptoms really pointed to a neglect of the social factors involved, the informal organization, and the human relationships.

to work out.[1]

The social organization was based on three main ideas as follows:

1. That organization above our [illegible], the temple priest [illegible].

2. The social organization or the social human situation.

3. The inner [social] organization, or basic wants not according to the technical representation but with only [illegible] [illegible], [illegible], etc. [illegible] [illegible] [illegible] in the [illegible]).

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[1] [illegible] [illegible], op. cit., p. 12 ff. Herskovits emphasized to mention that the [illegible] organization [illegible] the [illegible] [illegible] motivated by economic interest, but that [illegible] [illegible] be more in [illegible] with the [illegible]. The [illegible] of a [illegible] was often [illegible] to the [illegible] [illegible]. In [illegible] [illegible] during the [illegible] of the [illegible] [illegible] [illegible] plan. The plan had been introduced [illegible] [illegible] the [illegible] as well as [illegible] [illegible] [illegible] [illegible]. The [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]. In [illegible] [illegible]. In a [illegible] [illegible], the [illegible] [illegible] [illegible] [illegible] [illegible]

Roethlisberger concluded that a supervisor had difficult decisons between two alternatives.

1. To side with his subordinates:

   This tended to make the job of handling subordinates easier, but made relations with supervisors more insecure.

2. To side with management:

   This tended to cause him to lose sympathetic control of his men and therefore, to make his duties more difficult.[4]

Some of the motivation techniques, especially number 13, 34, and 53 are useful because they tend to prove or show that the choice between the two alternatives is not the only solution.

Rear Admiral C. M. Woodward presented some incentives found to work in industry by the Navy's Industrial Incentive Division: (numbers following the incentives indicate related techniques in the check-list).

1. Make every employee aware of the war value of his job. #43

2. Keep the war in front of employees constantly. #43

4/ Roethlisberger & Dickson, op. cit., p. 14.

Hewitt-Dempsey concluded that a supervisor had diffused authoritarian tendencies and dictatorship.

2. To aide with his coordinators:

This tended to make the job of handling supervisors easier, but made relations with supervisors more laborous.

3. To aide his management:

This tended to cause him to have overwhelmed management of the men and inventory, to make his duties more difficult.[4]

Some of the technical shortcomings, especially under job 2, and 3 are useful because they tend to prove or show that the choice between the two alternatives is not the only solution.

Dan Mitchell C. W. Thomas presented some techniques found to work in industry by the Harvard Industrial Management Division: (courses following the innovative training methods in the classroom-lab).

1. Make every employee aware of his role in the job. etc.

2. Keep the man in touch of management constantly. etc.

4/ Hewitt-Dempsey & Associates, op. cit., p. 16.

3. Use war bonds to fight absenteeism. #24

4. Show where your product fits into the war practice.#43

5. Give recognition for work done. #21,48

6. Establish production goals.[5] #37,38

"A man will credit himself much better among his known comrades than strangers or alone."[6] He cares what his friends think about him.[6] Of course, individuals differ in the reputations they want, but they all want some sort of a reputation, some degree of recognition, fame, honor, respect, love, etc. Anything that will tend to keep a man's reputation at a satisfying level also improves morale. As an example, one industrial concern increased performance of the supervisors by allowing them to sign their own name to orders. A petty officer likes to see his own signature as one of those on the ship's damage control bills. Spread a man's name and you give him fame. This relates again to the first eleven techniques and to #s 19, 21, 36, 48, and especially, #33.

All methods of influencing men are sometimes classified as argument or suggestion.[7] Suggestion is a good technique

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5/ C. H. Woodward, "New Aids in Building Employee Morale", Modern Industry, (November, 1944), Vol. 2.

6/ Pennington, et al., op. cit., p. 223 6/L. A. Pennington, R.B. Hough, and M. W. Case, The Psychology of Military Leadership, (Prentice-Hall, Inc., New York, 1943) p. 196 and p. 233 f.

7/ W. D. Scott, Influencing Men In Business (Ronald Press Co., New York, 1917), p. 15.

3. Use war bonds to fight subversion. [illegible]

4. Show where your product's life lies [illegible] war preparation. [illegible]

5. Give recognition for work done. [illegible]

6. Establish production goals. [illegible]

"A man will usually himself work harder among his known counterpartes than strangers or aliens."[illegible] He cares what his friends think about him.[illegible] Of course, individuals differ in the reputations they want, but they all want some sort of a reputation, some degree of recognition, fame, honor, respect, love, etc. Anything that will help to keep a man's reputation at a satisfying level will improve morale. In one example, one industrial workers improved performance of the supervisors by allowing them to sign their own name to orders. A petty officer likes to see his own signature in the air of those on the ship's deck-work bulletin board. Spread a man's name and you give his time. This relates again to the first eleven techniques and to the 1st, 2d, 3d, and especially 4th.

All methods of individual [illegible] can be considered classified as argument by suggestion.[illegible] Suggestion is a good technique

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[illegible] D. H. Cockrell, "Can Lies Be Building Industry Morale", Modern Industry, (November, 1944), Vol. [illegible].

[illegible] Pennington, et al., op. cit., p. [illegible]. [illegible] A. P. Hough, and E. V. Chase, The Psychology of Military Leadership, (Prentice-Hall, Inc., New York, 1943) p. [illegible] 4.

[illegible] V. D. Scott, Influencing Men in Business (Ronald Press Co., New York, 1937), p. 18.

for getting men to follow, especially in the use of crowd psychology. The check-list deals essentially with one individual, but certainly one technique consists in getting him to join a crowd. It is useful when he can be made to feel a part of the crowd and when the crowd can be persuaded by suggestion, rewards, fear, rivalry, responsibility, and etc.[8] This paragraph refers to techniques # 16 and 17.

Lewisohn has said that human relationships are essentially emotional relationships. He claimed the following to be the elements of satisfactory relations:

1. Satisfying the desires of employees within the limits of productive efficiency. #23,27.

2. Justice in daily relationships. #26,37,39,40,50,53.

3. Satisfaction of desires for opportunity. #15,33.

4. A mutual understanding. #43,45.

5. Prevention of grievances.[9] #34

Lewishon's opinions and experience tend to substantiate motivation techniques indicated by numbers after the above items.

One of the chief functions of a leader is to secure collaboration. His methods are largely verbal, talking

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8/ H. H. Higgins, Influencing Human Behavior Through Speech (Expression Company, Boston, 1930) pp. 40 ff.

9/ S. A. Lewisohn, "Human Relations in Industry", Advanced Management (April-May-June, 1940), Vol. 5, No. 2, pp.72-76.

for getting ones in trouble, especially in the way of common psychology. The down-line leader essentially with one individual, but certainly use technique consists in getting him to join a group. It is useful when in one to make to feel a part of the group and then the group can be persuaded by suggestion, reason, fear, sympathy, responsibility, and etc. This paragraph refers to technique & is not it.

Lewinian has said that human relationship are essentially emotional relationship. He claimed the following to be the elements of satisfactory relations:

1. Satisfying the desires of employees within the limits of productive efficiency. pp.27.
2. Justice in daily relationship. pp.27-28.
3. Satisfaction of desires for opportunity. pp.28.
4. A mutual understanding. pp.28.
5. Freedom or privacy. pp.28

Lewinian's opinions and conclusions tend to constitute motivation technique limited by number of the above items.

One of the duty functions of a leader is to secure collaboration. The methods are largely verbal, telling

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[9] R. Dupuis, Influencing Some Changing Personal Habits (Impression Company, Boston, 1929) pp. 42 ff.

[10] A. Levinsohn, "Human Relations in Industry", Personnel Management (April-July-June, 1941), vol. 5, no. 2, pp. 27-28.

and understanding. Words are potent instruments of social control.[10/] George Dartnell tells of several instances when good leadership has been largely verbal salesmanship. The leader had the sales attitude of wanting to beat his quota and sold the same idea to his men. He sold them a belief in the importance of their jobs. Salesmanship, Dartnell says, is preferable to the use of authority. "Authority is like money in the bank. The less you spend the more you have."[11/] Motivation techniques # 16,17, 43, 44, and 52 are in general agreement with the ideas presented in this paragraph.

Recognition of each man's abilities is stressed by all leadership books as a good technique for satisfying each man, improving his morale, and securing his cooperation. This technique includes recognition of any laudable, unique characteristic. A man's name is his most distinguishing characteristic. Learning a man's name and giving him just credit is common sense. Yet these things are often ignored.[12/]

10/ F. J. Roethlisberger, Management and Morale, op. cit., p. 39. Also see F. T. Young, Motivation of Behavior (John Wiley and Sons, Inc., New York, 1936), p. 429. This work is a good summary of psychological experimentation and thought. Also see Higgins, op. cit., passim.

11/ George Dartnell, "Getting Men to Do Their Best", Industrial Relations (November, 1944), p. 29

12/ Pennington, et al., op. cit., p. 204 and p. 207.

and responsibility. There was another hindrance to social
control.[10] George Mitchell tells of several instances where
good leadership was being largely wasted unnecessarily. The
leader had the added attribute of knowing to beat his people
and hold the same line as his own. He will take a better
in the industries of their job. He summarizes Mitchell's work
is peculiarly to the use of authority. "Authority is like
money in the bank. The less you spend the more you have."[11]
Motivation techniques of Ch.IV, 46, 49, are of an in general
agreement with the ideas presented in this paragraph.

Recognition of each man's abilities is stressed by all
leadership books as a good technique for with (Jim and his
improving his morale, and securing his cooperation. This
technique includes recognition of any inability, giving sym-
pathetic. Learning a man's name is his most distinguishing char-
acteristic. A man's name is the most distinguishing char-
acteristic. Learning a man's name and giving him just credit
is common sense. Yet these things are often ignored.[12]

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[10] G. L. Hartlinbergen, Management and Morale, op. cit., p. 56. Also see F. J. Roethlisberger, Management and Morale (Cambridge: Harvard Univ. Press, 1941), pp. 1-2. Also see Elton Mayo, The Human Problems of an Industrial Civilization (New York: The Macmillan Co., 1933), pp. 1-2. Also see Hoslem, op. cit., pp. 1-2.

[11] George Mitchell, "Getting Men to Do Their Best", Industrial Relations (January, 1951), p. 22.

[12] Bonnington, et al., op. cit., p. 109 ff., op. cit., 107.

Praise is superior to reproof in developing motivation toward learning. The majority of evidence substantiating this comes from experiments with children.[13] However, almost all military writers make the statement that praise is to be used more often than reproof.[14] After surveying the available psychological evidence Young speaks more cautiously and states that Hurlock's conclusion favoring praise in preference to reproof as an incentive cannot, without some certain qualifications be regarded as universally valid. He recognizes that both praise and reproof can energize an individual upon some course of action.[15] In line with these conclusions are techniques #1, 4, 9, 11, 20, 21, 36, 48, and 58.

A man's morale and his adjustment to the Navy have a great deal to do with his individual motivational pattern.

13/ See J. A. McGeoch, The Psychology of Human Learning (Longman, Green, and Co., New York, 1942), p. 289; or Hurlock, "An Evaluation of Certain Incentives Used in School Work", Journal of Educational Psychology, (March 1925), Vol. 16, No. 3, p. 149.

14/ Pennington, et al., op. cit., p. 72 and p. 206.

15/ Young, op. cit., p. 415 and pp. 428 f. See also James J. Jackson, "Reprimanding Employees," Personnel Journal (June, 1941), p. 73; and N. W. Hepner, Psychology in Modern Business (Prentice-Hall, Inc., 1930), pp. 342-346.

Training in supervision is conducted in most other religious counsel training. The majority of seminary supervisors in this course have supervisors with ministers. However, almost all ministry writers make the statement that pastors is to be used more often than supervisors. After considering the available psychological evidence from people many counsel, one states that functional's counselors functioning psychologists in preference to reserved as an incentive counsels, ministers must possess qualifications to provide as universally to.

He recognizes that both models and research can complete an individual upon own concept of ministry. In line with these conclusions are conclusions pp. 6, 3, 12, 20, 6, 7, 8, 9, and 56.

A man's morals and his attitude to life may play a great deal to do with his individual ministerial performance.

12/ Don J. A. Hudson, The Development of Pastoral Counseling (Langham, Green, and Co., New York, 1951), p. 1001; or Fortlook, "An evaluation of Counselor Training Used in School Work", Journal of Educational Psychology (Fall 1952), Vol. 12, pp. 1-10.

13/ Pennington, et al., op. cit., p. 97 and p. 100.

14/ Young, op. cit., p. 216 and p. 224; J. Pastoral Counseling (June, 1951), p. 70; and W. V. Hudson, Pastoral Counseling Modern Institute (Prentice-Hall, Inc., 1959), pp. 1-10.

This has been the observation of the author and evidence may be inferred from a parallel situation. A study was made at Dartmouth College in an attempt to relate visual defects to a man's motivational pattern. The study consisted of 124 case studies, with no control groups. One result was stated as follows: "The final conclusion of this study is that, in this population at the time it was studied, the particular motivational pattern of the individual is the principal factor that determines the nature of the individual's adjustment to his visual defects, or their correction." The student would make a report of the severity of the eye symptoms more closely allied to his motivational pattern that to the actual degree of the visual defect. If greatly motivated to complete school and proceeding successfully, he would tend to minimize the defects and to accept correction. A man having trouble and less motivated to finish would tend to find an excuse in exaggerating his symptoms and to resist correction. The inference is that a man's adjustment to the Navy depends to a great extent on his desire to get along, to serve, etc., that a Naval leader would do well to supply a motive, if possible, rather than put up with maladjustment.[16/] It is necessary to learn what the man wants,

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16/ I. E. Bender, N. A. Imus, and M. W. M. Rothey, Motivation and Visual Factors, (Dartmouth College Publications, Hanover, N. H., 1942), p. 323 and passim.

This has been the observation of the author and evidently may be inferred from a parallel situation. A study was made at Dartmouth College in an attempt to relate visual defects to a man's motivational pattern. The study consisted of 114 case studies, with no control group. The results are stated as follows: "The final determination of this study is that, in this population at the time it was studied, the particular motivational pattern of the individual is the psychological factor that determines the nature of the individual's adjustment to his visual defects, or their correction." The student would make a report of the severity of the eye condition more closely allied to the motivational pattern that to the actual degree of the visual defect. It proved motivated to complete school and graduate successfully, to avoid fault to minimize the defects and to accept corrections. A man having trouble and less motivated to think could find to fight an excuse in complaining his condition and to refuse correction. The difference is that a man's physical to the Navy depends to a great extent on his desire to get along, be serve, etc., that's what issue really is and it to supply a motive, if possible, rather than pay up for his maintenance.[16] It is necessary to learn what the pre-

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16\ I. E. Hunter, E. A. Jones, and G. E. Hunter, Motivation and Visual Defects (Dartmouth College: Publications, Hanover, N. H., 1951), p. 80 and passim.

and to adjust those wants if they clash with the best interests of the Navy. Especially, techniques # 16, 22, 23, 31, 34, 35, 43, and 45.

Pennington states that "While the soldier may be trained wholly under a system of rewards and competitive practices, a still more sound procedure is to instruct trainees in such a way that the pleasure received from mastery is the reward. This latter procedure is called "intrinsic motivation", while the former is called "extrinsic motivation".[17/] It would seem that often the intrinsic factors of motivation are the more important.[18/]

Carl Heyel makes much of the importance of a man's interest for his job. He attempts to graph the steps or means of developing job enthusiasm. His important factors include such as "the mail must go though attitude", "the 'we' attitude", "spontaneous discipline", and "employees smiling and cheerful". Heyel breaks down the above divisions and arrives at steps all of which are included in the check-list. His plan, much less specific than the check-list, aims at enhancing

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17/ Pennington, et al. op. cit., p. 71.

18/ C. N. Cofer and Eleanor B. Cohen, "Job Attitudes of a Hundred and One Federal Employees," Public Personnel Review, (April, 1943), Vol. 4, No. 2, pp. 96-102. Also see S. L. Pressey and F. P. Robinson, Psychology of the New Education (Harper and Brothers, New York, 1934), p.422.

and to adjust those needs if they clash with the best interests of the army. Incredible, considering it is, Gen. 32, 33, 34, 35, and 36.

Pennington states that "while the soldier may be treated unfairly under a system of security and compulsory psychiatry, a still more sound procedure is to insure that the soldier is not a way that the pleasure receives from assuming in the process. This latter procedure is called 'training in psychiatry', while the former is called 'psychiatric training'." [17] It seems that often the training function of psychiatry can be more important.[18]

Carl Royal makes much of the importance of a soldier's interest for his job. He attempts to prove the place of means of developing job satisfaction. His important factors include such as "the soldier must be shown. Attitude", "the 'we' attitude", "spontaneous discipline", and "soldiers working and observed". Royal breaks down the terms "discipline and morale" at steps all of which are included in his "work-job". His plan, much less specific than the "work-job", also includes

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[17] Pennington, et al. op. cit., p. 71.

[18] G. E. Cofer and Edwar J. Jones, "The Relationship of a Morale and the Federal Employee," Public Personnel Review, (April, 1947), Vol. 8, No. 2, pp. 98-102. Also see F. L. Freedy and V. T. Dobinson, Introduction to the Use Education (Harper and Brothers, New York, 1953), p. 466.

social acceptance, introducing the warmth of human kindness, recognizing individuals, and keeping the men informed.[19] The fact that increased motivation for a task can be secured by developing an interest in the task seems almost too obvious for inclusion, but the statement is made often by writers.[20] Techniques #3, 4, 11, 13, 15, 16, 17, 21, 43, 45, and 48 include efforts at developing interest in mastery of the job.

It is possible to place a man in a job which already interests him, or it is possible to interest him in the job to which he is to be assigned. Certainly putting the right man in the right job is a fine ideal. It assumes that men have aptitudes, personality traits, and interests which will aid them to succeed at some jobs more than at others. And the assumption is quite well established as fact by many experiments correlating aptitude tests, personality tests, and interest tests against success on the job.[21] The

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19/ Carl Heyel, How to Create Job Enthusiasm, (McGraw-Hill Book Co., Inc., New York, 1942), See especially the charts on pp. 53, 102, 169, and 241.

20/ Pennington, et. al., op. cit., p. 96.

21/ See the following: John C. Flanagan, "Personnel Research in the Army Air Forces," Public Personnel Review (January, 1945), Vol. 6, No. 7, pp. 33-39; Harry J. Older, "An Objective Test of Vocational Interests", Journal of Applied Psychology (April, 1944), Vol. 28, No. 2, pp. 99-188. And T. L. Kelley, Talents and Tasks, Educational Monograph, No. 1 (Harvard University, Cambridge, 1940), passim. Kelley

social acceptance, introducing the records of human relations, recognizing individuals, and keeping the man interested.[19] The fact that increased activities for a man can be measured by developing an interest in the only areas which are evident for inclusion, but the discovery is done after the [illegible] techniques [illegible] [illegible] [illegible]

21/continued -

presents the thesis that "A man should not only be in the right place, but should derive a maximum of satisfaction from his job." It included a statistical method suitable for handling the weighing of factors which give satisfaction. The system consists of: 1. A weighting factor for each item as a utility measure; 2. A weighting factor for each item as a social utility measure; 3. A best estimate of the reliability of each measure.

The selective assignment of personnel to appropriate duties has a close relationship to morale. Work results improve because of the better placement and also because of the better morale.[22] Particularly pertinent to the above are check-list techniques # 14, 15, 33, 35, and 36.

In an analysis of 45,000 cases the Navy compared frequency of failures in school among these enlisted men who were above the cutting score of the Navy General Classification Test, against the frequency of failures among those enlisted men who did not meet the cutting score. The proportion of failures reported by instructors as being the result of lack of interest or lack of application was four times greater for those men below the cutting score. This tended to prove again that placement of men in jobs for which they did not have aptitude was not conducive to good motivation for the task.[23]

We often assign dull jobs and then expect the men to have lofty motives. However, several methods are available for making the jobs more interesting. Sometimes, the jobs may be reassigned to fit the men. At other times, it is

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22/ E. L. Munson, The Management of Men (Henry Holt & Co., New York, 1921), p. 589.

23/ From an interview with Dr. E. G. Brundage, Technical Head, Classification and Field Research Division, Research Activity, Bureau of Naval Personnel, June 12, 1947.

The selective employment of personnel in engineering jobs has a close relationship to morale. Good morale depends of the better placement and also because of the better material. Particularly pertinent to the above are similar techniques # 14, 15, 34, 35, and 36.

In an division of 40,000 where the Army considered frequency of failures in school among those enlisted men who were above the cutting score of the Army General Classification Test, against the frequency of failures among those enlisted men who did not meet the cutting score. The proportion of failures reported by instructors as being the result of lack of interest or lack of application was four times greater for those men below the cutting score. This tended to prove again that placement of men in jobs for which they did not have aptitude was necessary to good motivation for the task.

We often assign dull jobs and then suppose the men to have fairly motive. However, several methods are available for making the job more interesting. Sometimes the job may be redesigned to fit the man. At other times, it is

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[illegible] R. L. Dreese, The Development of Jobs (Ohio: Ohio State University, 1951), [illegible].

[illegible] From an interview with Dr. R. C. [illegible], Industrial Psychologist, Classification and Field Research Division, Personnel Activity, Bureau of Naval Personnel, June 12, 1947.

necessary to change the men's interests. There is one method which has been tried successfully many times in industry and in educational situations, but which at first glance seems a little out of place in the Navy. However, its acceptance is becoming so wide in industry that Naval officers should give it careful consideration. The suggestion is that management should give the worker opportunity to participate in certain management functions.[24] Davis teaches somewhat the same thing as his principle of participation. A man is better satisfied and cooperates to a greater extent if he can take an important part, and if agreements on plans are mutually achieved, as can be done in a well handled conference.[25]

Some writers say that supervision must be democratic.[26] However, if that be so, the various techniques of motivating men must be applied in such a manner in the Navy that they will hold up under the strain of battle. As far as can be known, consensus decisions, arrived at in conferences between officers and men in a military unit can successfully be extended only to "fringe activities", or those activities

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24/ Paul Mooney, "A Fundamental Job of Management," Advanced Management (April - June, 1944), Vol. 9, No. 1, pp. 94-99.

25/ Ralph C. Davis, Industrial Organization and Management Harper and Bros., New York, 1940., p. 505

26/ H. E. Hisler, "Social Theory Involved in Supervision", Personnel (March, 1944), Vol. 20, No. 5, pp. 300-303.

necessary to change the man's interests. There is some method which has been quite successfully used in industry and in educational situations, but which is first glance seems a little out of place in the army. Operation the experiment is becoming so that is interesting that local officers should give it careful consideration. The question is that management should give the worker opportunity to participate in useful management functions.[34] Davis terms somewhat the same thing as the principle of participation. A man is better satisfied and more interested to a greater extent if he can take on important jobs, and if agreements on plans are mutually achieved, as can be done in a well handled conference.[35]

Some writers say that supervision must be democratic.[36] However, if that be so, the various techniques of motivating men must be applied in such a manner in the Army that they will hold up under the stress of battle. As far as you know, non-menace conditions, arrived at in conferences between officers and men in a military unit can successfully be extended only to "fringe activities", or those activities

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[34] Paul Mooney, "A Fundamental Job of Management," Personnel Management (April - June, 1944), Vol. 26, No. 4, p. 121-123.

[35] Ralph C. Davis, Industrial Organization and Management Harper and Bros., New York, 1944, p. [illegible]

[36] H. E. Klein, "Social Theory Involved in Supervision," Personnel (March, 1944), Vol. 20, No. 5, p. 300-311.

aside from the main jobs of the organization. These will include such things as welfare and recreation. There has been no Army or Navy which operated successfully that allowed a system of divided authority. The following quotation is a useful example. It concerns the surprising defeat of the French Army in 1940.

> "May 22nd, 1940. Still no French counter-attack to pierce the bulge. Precious opportunities have been thrown away. General Georges was asked point blank why the promised counter-attack had not been delivered. His liaison officer spoke for him and answered that the General could not give orders so far in advance of the inclinations of the divisions. This was an eye-opener, and it is only now that it is brought home to me that the formation of soldiers' committees regularized in the French Army in 1936 by Monsieur Leon Blum's regime have so far undermined discipline. F.G.G. (the French General Headquarters) is definitely handicapped by the spirit of internationalism that exists to such a great extent among the rank and file." 27/

The procedure to govern use of recreation funds of the Navy was set forth in a letter by the Secretary of the Navy, 46-1071, dated 17 May, 1946. It directs the formation of a Recreation Council composed of not less than three commissioned officers and an Enlisted Recreation Committee. Its provisions leave the decisions of the commanding officer final, in that he can approve, disapprove, or change the plans formulated by the Council and Committee.

27/ Anon., The Diary of a Staff Officer, (Methuen and Co., Ltd., London, 1941), p. 34, also quoted in Pennington, et. al. op. cit., p. 133.

[illegible] from the main body of the organization. Therefore, [illegible] such things as welfare and recreation. There has been no Army or Navy union operated successfully that [illegible] a system of closed authority. The Chicago [illegible] is a useful example. It [illegible] the [illegible] of the French Army in 1940.

"By July, 1940, [illegible] to French [illegible] to serve the Nazis. Industrial [illegible] [illegible] Germany. Camera [illegible] [illegible] mixed aerial-attack had not been delivered. His [illegible] [illegible] effective means for the [illegible] [illegible] [illegible]

Well handled conferences can be extremely useful for training and educational purposes. Many Naval officers have had success with round table type discussions at lunch or in other situations. The advantages in the Navy from informal discussions are manifold. First, if the participants can arrive at a decision, having discussed all sides of the case, they will be much more strongly motivated toward cooperating and backing the plan than they would if the same plan had been issued as an order or directive. Second, by discussion all hands gain a better understanding of the problem and policy. And third, the senior officer discovers ambiguities, difficulties, and ramifications he might have missed.[28] Technique #45 in the check-list suggests limited application of the principles of participation and conference.

It is to the best interests of the leader using this check-list that he select and place his subordinate officers to the best advantage. It is beyond the scope of this paper to go into the science of personality, except to a

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28/ W. E. Utterback, Decision Through Discussion (New York Times, New York, 1946, pp. 5 f; H. S. Elliott, The Process of Group Thinking (Association Press, New York, 1928), pp. 1-23; and H. L. Eubank and J. J. Auer, Discussion and Debate (F. S. Crofts and Co., New York, 1941), passim, see especially Chapter 18.

Well known of revolutionaries can be personally useful for training and educational purposes. Many people of large have had success with issues using dramatization in lands or in other situations. The situations in the Eury Tyson Informal discussions are specific. First, if the participants can derive at a decision, having discussed all sides of the issue, they will be much more strongly motivated towards carrying out whatever the plan that they would if the same plan had been handed to them or directed.

Second, by discussion all sides of a matter, consideration of the problem and policy. And third, the social pressure diverse politicians, officials, and constituents to might have disagreed. Therefore, not in the clear-cut sense with limited conditions of the operation of participation and conference.

It is to the best interest of the teacher using this clear-cut idea that he refer and plan his conferences with care in the best situation. It is beyond the scope of this paper to go into the patterns of conferences, except to a

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[60] E. Stevens, Problem Through Discussion (New York: Ginn, and Co., 1948, p. 1); E. C. Shirley, The Problem of Group Thinking (Cambridge: Harvard University Press, 1948), p. 1-2; and E. C. Hayes, Discussion and Leadership (N. Y. Morrow and Co., New York: 1951), pages are especially Chapter VI.

limited extent. It is known that the leadership abilities of a man can be developed by training. There is also evidence to support the belief that much improvement could be made in the selection of leadership candidates. Jenkins recently presented a good, up to date survey of the situation.[29] Though many studies of sorts have been made, it is not yet known what the attributes of the best leaders are, nor is it known how to measure accurately the success of a leader. Psychologists can select those men from a large group who will tend to be the best leaders, but the real correlation of the selection with ultimate success is not known. Their complete processes are complicated to the extent that they must be handled by experts.[30] At the present time, petty officers are selected and advanced under the provisions of the Bureau of Naval Personnel Manual. It is an understandable, logical, and simple system in operation. It is probably as complete as our present knowledge about leadership

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29/ W. O. Jenkins, "A Review of Leadership Studies with Particular Reference to Military Problems," Psychological Bulletin (January, 1947), Vol. 44, No. 1, pp. 54-79.

30/ Some of the methods which have been used with varying success in the selection of leaders are: 1. Ratings by seniors; 2. Ratings by associates; 3. Nomination by associates; 4. Interviews; 5. Biographical information; 6. Classification tests; and 7. Sociometric techniques.

limited extent. It is from the individual analysis of a war can be developed by training. There is also evidence to support the belief that such improvement could be made in the selection of immediate subordinates. Leading recently practiced a [illegible], up to the time service of the situation. Though many stations of duty have been made, it is not yet known what the attitude of the best leaders is, nor is it known how to measure quantitatively the success of a leader. Psychologists and other [illegible] can [illegible] a large group who will tend to be the best leaders, but the final [illegible] tion of the situation with [illegible] is not known. Their complete processes are [illegible] to the extent that they must be handled by [illegible]. At the present time, many officers are selected and [illegible] under the jurisdiction of the <u>Bureau of Naval Personnel Board</u>. It is an [illegible] able, lawful, and simple system of [illegible]. It is [illegible] bably as complete as our present knowledge about leadership

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[illegible] V. G. Dashiell, "A Review of Leadership Studies with Particular Reference to Military Problems," <u>Psychological Bulletin</u> (January, 1947), Vol. 44, No. 1, pp. 54-72.

[illegible] Some of the methods which have been used in various ways in the selection of leaders are: 1. Selection by seniority; 2. Selection by elimination; 3. Selection by appointment; 4. Interviews; 5. Sociological information; 6. Identification tests; and 7. Dependable leadership.

warrants.[31]

Interesting experiments have been run to test methods of selecting leaders in which the opinions of the rank and file, or others, on the same level as the man to be promoted, are considered. When this information is collected scientifically and is used to obtain the best possible utilization of persons it is called a sociometric technique. It is generally agreed that the associates of a man, those of the same rank or rating, usually know more about the man than his superior officers. The technique can also help arrange grouping of persons so that the personalities of the leader and the led do not clash. Therefore, the sociometric technique shows promise when the information is handled scientifically.[32] Navy officers might well give

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31/ United States Navy, Bureau of Naval Personnel Manual Government Printing Office, Washington, October 1, 1942 edition corrected through change #11), p. 99-166. This prescribes advancements to fill personnel complement based on the following: 1. Achievement tests; 2. Proficiency ratings by superior officers; 3. Leadership ratings by superior officers; 4. Time in rate.

32/ For a discussion of sociometric techniques see: J. L. Moreno, Who Shall Survive? A New Approach to the Problem of Human Relations (Nervous and Mental Disease Publishing Co., Washington, D. C., 1934), passim; J. L. Moreno, Sociometry and the Cultural Order, Sociometry Monograph #2 (Beacon House, Inc., New York, 1943, passim. Moreno's books do not deal only with leadership. See also: M. B. Parten, "Leadership Among Pre-School Children", Journal of Abnormal and Social Psychology, 1943, Vol. 27, pp. 430-440; How Children Choose Friends (Society for the Scientific Study of Character, Detroit Teachers College, Detroit, 1929), Passim.

[illegible]

Instructional objectives have been used to test students of achieving teachers in which the objectives of the good and bad, or others, on the same level of [illegible] are considered. Some this investigation is [illegible] [illegible] and is used to obtain the best possible [illegible] of performance if is better a [illegible]. It is generally agreed that the condition of a man, [illegible] the same pain or [illegible] [illegible] [illegible] than his ordinary [illegible]. The tendency can also [illegible] average [illegible] of persons to [illegible] the [illegible] of the [illegible] and [illegible] [illegible]. Therefore, the [illegible] [illegible] [illegible] when the [illegible] is based on [illegible].[1] Any [illegible] will give

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[illegible] United States, Department of [illegible] [illegible] Improvement Program, Bulletin [illegible], [illegible] [illegible] Action [illegible] [illegible] [illegible], p. [illegible]. [illegible] [illegible] [illegible] in full [illegible] based on the following: 1. [illegible] factor; 2. [illegible] [illegible] [illegible]

more consideration to selection of leaders acceptable to the men concerned or to transfering men to different sections to get happier arrangements. Some person considered unfit as leaders or workers in relation to certain persons are considered satisfactory in relation to other groups. See technique #32.

However, there is no proof that an army or navy can be successful in selecting leaders by popular choice. After the Russian Revolution in 1917, Kerensky tried to develop a democratic, citizen army for the new Russia. Officers were elected on "the principle of mutual comradely discipline and respect," the same as officers were elected in the militia during the American Revolution. But the new Russian army was not a success and, therefore, the old Tsarist officers were searched out, many taken from prison, and put back in various commands of the Red Army. Of course, they were watched continuously by representatives of the Soviet Government called War Commissars. A few years later, Ebert and Noske attempted the same thing in Germany after their revolution. They were not successful, nor were Azana and Girals of Spain in 1936.[33] Democratic selection of Navy leaders is not being advocated, but more attention to personalities

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33/ Pennington, et al., op. cit., p. 133 f.

are considered

and human relationships is suggested.

Three separate leadership studies were performed by the Army Air Forces aviation Psychology Program. In each case, they uncovered almost the same categories of action supposedly desired in successful A.A.F. leaders. Those general catagories were: 1. Initiative and interest in military duties; 2. Proficiency and skill in the flying duty; 3. Disregard for personal welfare; 4. Proficiency in social administrative duties; 5. Personality characteristics; and 6. Interest in non-flying duties.[34] Still the statement of Jenkins holds true, that "Advances in methodology in this field, i.e., selection of leaders, are definetely not striking." The traits of leadership remain a vague and elusive thing.[35]

Various lists of the so called principles of leadership hold clues as to possible motivation techniques. The following items, called cardinal principles of leadership by the United States Army, are included in motivation techniques as indicated by reference numbers:

1. Know you men # 22, 23, 30.

34/ United States Army Air Forces Aviation Psychological Program, Report No. 14, Psychological Research on Problems of Redistribution (Government Printing Office, Washington, D. C., 1946) Preliminary edition, p. 132.

35/ Jenkins, op. cit., p. 75.

[illegible] Those experiments [illegible] the Army Air Forces [illegible] cases, [illegible] [illegible] [illegible] [illegible] military [illegible] [illegible] [illegible] [illegible]

2. Set the example #18

3. Care for your men. #27, 29, 34, 41.

4. Keep the men informed. #43, 51.

5. Set high standards and develop pride in outfit. # 37, 38.

6. Stimulate initiative and self respect. #1-11, 13-17, 19-21, 33, 36, 44.

7. Reward the men for jobs well done. #24, 48.

8. Establish and maintain military discipline and courtesy. #47, 52, 53, 56, 57.

9. Serve unselfishly.[36]

Some of those principles are useful here. Starting with principles #1 and #3, it may be noted that almost all books concerning leadership stress taking an active interest in the welfare of subordinates. F. S. Alexander says, for example, that morale consists in the satisfaction which the worker gets out of feeling that management has an interest in his welfare, and that both management and the worker are concerned with each other's welfare and work together in

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36/ United States Army Service Forces, Manual M-5 Leadership and the Negro Soldier (Government Printing Office, Washington, 1944) p. 17. Or see Army Manual FM 21-50, Sections I, II, & IV.

2. Set the example (5).

3. Care for your men. (5), 10, 14, 16.

4. Keep the men informed. (14), 21.

5. Set high standards and insist on their [illegible].

(5) 27, 28.

6. Develop initiative and self reliance. 12-13, 14-17, 18-21, 25, 26, 28.

7. Reward the men for loyal and [illegible]. (14), 24.

8. Establish and maintain military discipline and [illegible]. (5), 10, (14), 16, 27.

9. Serve unselfishly.[36]

One of these principles was violated here. Training with patrolling 24 and 25. It was the actual lack of [illegible] based concerning leadership. Leaders should be active participants in the welfare of subordinates. 7. 8. [illegible] and, for example, that [illegible] in the [illegible] on [illegible] worker [illegible] and [illegible] that management [illegible] in the welfare, and [illegible] management and the [illegible] concerned with [illegible] welfare and [illegible] [illegible]

36/ United States Army Training Manual, Company and Leadership and the Army Military Institute (Washington, D.C.: [illegible]), 1941-1944 [illegible] 2. II, p. 17.

collaborated effort.[37]

The AAF leadership studies yielded interesting results in the area of consideration for the men's welfare. Two hundred and twelve flying officers recently returned from combat were asked to describe successful, actual, combat leaders. The descriptive statements were analyzed and classified into categories, thirty-two factors of leadership. Many of the categories deal with the personality of the leader, which is somewhat beyond the scope of the present check-list. Some of the factors were mentioned too seldom to constitute proof. However, it is significant that the category mentioned most often or in forty-seven percent of all descriptive statements, consisted of the following: Went to bat for men's safety, comfort, food, etc. Understood problems of rest of men, e.g., promotions, transfers, days off, etc. The factor listed second in frequency was far behind, mentioned in only twenty-nine percent of all statements. A second study obtained from flying officers descriptions of unsuccessful leaders. The most frequent factor, occuring in eighteen percent of all descriptions was "lack of

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37/ In D. E. Cameron and H. G. Ross (eds.) Human Behavior and Its Relation to Industry (McGill University, Montreal Canada, a series of lectures given January 12, March 28, 1944. p. 46. Lecture by F. S. Alexander, "Motivation and Incentives". See also Pennington, op. cit., p. 205, and H. W. Hepner, Psychology in Modern Business (Prentice-Hall, Inc., 1930), p. 340.

collaborated effort.[37]

The AAF incidentally provides fundamental interpretive results in the area of consideration for the man's welfare. The Bureau's and Dodge-Stylus efficiency measurements from combat were based on durable evaluation, using, combat leaders. The Dominative statements were analyzed and classified into categories, thirty-two factors of leadership. Many of the categories dealt with the personality of the leader, which is measured beyond the scope of the present check-list. Some of the factors were considered too subjective to constitute proof. However, it is significant that the category mentioned most often or in forty-seven percent of all dominative statements, consisted of the following: Want to but for men's safety, comfort, food, etc. Psychological problems of rest of men, e.g., tension, nervous, days off, etc. The Fighter Pilots proved to be frequently the behind, continued in only twenty-nine percent of all statements. A second study obtained from Flying Officers descriptions of successful leaders. The most frequent factor, occurring in eighteen percent of all descriptions was "look of

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[37] H. E. Garrett and M. G. Morse (eds.) Psychological Adjustment in Industry (Morris Publishing Co., Inc., 1946). Chapter 3, a series of articles given January 16, March 20, 1944, p. 60. Lecture by E. S. Alexander, "Motivation and Incentives". See also Psychological Abstracts, p. 1, 1947, and K. W. Bogart, Psychology in Modern Industry (Prentice-Hall, Inc., 1947), p. 298.

consideration of men's welfare".[38] Tending to justify this treatment of an officer's consideration for his men's welfare as a motivation technique is Young's statement: that whatever satisfied a person's needs tends to release tension, bring success and adjustment, and to evoke pleasantness.[39]

However, some caution is necessary in looking out for men's welfare. Avoid paternalism. Keep away from private and family problems where the leader is not desired.[40] Many techniques in the check-list pertain to looking after the welfare of the men, especially #22-25, 27-30, 34-36, 39, 41, 42, 45, 48, 50 and 51.

A survey covering thirty-four Army Service Force Companies in the Continental United States was conducted to detect the correlation between various personnel practices and morale as rated by (a) the post or battalion commander, (b) the company officers, and (c) the enlisted men of the company. Against the check-list of company practices the six companies rated highest in morale and the six companies

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38/ U. S. AAF Aviation Psychology Report No. 14, loc. cit., tables 3.1-3.8

39/ Young, op. cit., p. 383 f.

40/ C. C. Burlingham, "Employee Morale," Personnel Journal (June, 1945), Vol. 24, No. 2, pp. 56-63. Also see Cameron and Ross, op. cit., p. 52.

[illegible] of man's motives.[illegible] Thinking he justify the treatment of an citizen's [illegible] for his public conduct are a [illegible] [illegible] in [illegible] [illegible] whatever satisfied a [illegible] [illegible] being [illegible] and attitudes, and to [illegible] [illegible].[illegible]

However, some [illegible] in [illegible] [illegible] man's motives. [illegible] [illegible] and finally [illegible] [illegible] [illegible].[illegible]

Many [illegible] in the [illegible] [illegible] the [illegible] of the [illegible] [illegible] [illegible]

rates lowest in morale were evaluated. With very few exceptions the highest morale companies were rated favorably, or as possessing all eighteen items of the check-list by the enlisted men in the company, and with very few exceptions the enlisted men of the lowest morale companies rated their companies as lacking the eighteen items. The items, apparently judged as desirable in a good company were:

1. Officers interested in men. #22, 23, 34.
2. Officers understand men's needs. #1-11, 13, 39.
3. Officers are helpful to men. #25,27,28,29,41,42,46.
4. Officers recognize men's abilities. #20,21,36,48.
5. Officers are willing to back men up. #50.
6. Fair share of off-duty time given men. #24.
7. Men given authority to do their jobs. #40.
8. Best use made of training time. #34
9. Fair furlough and pass policy. #23, 39.
10. Fair promotion policy. #14,23,32,39.
11. Good selection of noncommissioned officers. #32.
12. Satisfactory sports and athletic facilities. #2,28.
13. Satisfactory recreational facilities. #5,28.
14. Satisfactory orientation on progress and background of the war. #43.
15. Officers give talks on importance of outfit's job. #43,51.

rates lowest in morale were evaluated. With only the exception the highest morale companies were rated favorably, as possessing all qualities item on the check-list to the military men in the company, and with very few exceptions the military men of the lowest morale companies were more companies in lacking the qualities items. The items, selected by judges as desirable in a good company were:

1. Officers interested in men. [illegible]
2. Officers understand men's needs. [illegible]
3. Officers are helpful to men. [illegible]
4. Officers recognize men's abilities. [illegible]
5. Officers are willing to have men go. [illegible]
6. Fair share of off-duty time given men. [illegible]
7. Men given authority to do their jobs. [illegible]
8. Superior made of training [illegible]
9. Fair furlough and pass policy. [illegible]
10. Fair promotion policy. [illegible]
11. Good attention of commissioned officers. [illegible]
12. Satisfactory sports and athletic facilities. [illegible]
13. Satisfactory recreation facilities. [illegible]
14. Satisfactory orientation on progress and [illegible] of the war. [illegible]
15. Officers give talks on importance of [illegible] job. [illegible]

16. Personal talks by officers on men's progress. #38,43.

17. Men given the opportunity to know the "why" of things. #12,43.

18. Punishment meted-out fairly. #39,53,56,57.

A study of 1500 Naval offenders showed many different motives which contributed to the cause of the offense. Some men were troubled by economic problems or unfaithfulness at home. Many showed family backgrounds with divorce, broken homes, or mistreatment. There were other motives easier for officers to control. A few men with high I.Q.s were bored with their tasks. Twenty-seven percent of the offenders did not like their duty and seventeen percent did not like the Navy.[41] Another study found that desertions or overleaves were due largely to an emotional disturbance or to some attitude toward the Navy.[42] Certainly, it would be desirable if Naval officers were able to minimize offenses

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41/ H. R. Otness and G. A. W. Stouffer, Jr., "The Naval offender: Motivating Factors," Navy Medical Bulletin (Navy Department, Washington, 1945), Vol. 44, pp. 1029-1035.

42/ W. Bromberg, A. A. Apuzzo, and B. Locke, "A Psychological Study of Desertion and Over Leave in the Navy", Navy Medical Bulletin (Navy Department, Washington, 1945), Vol. 45, pp. 558-568.

16. Personal talks by officers on men's problems.

[illegible]

17. Men given the opportunity to know the "why" of things. [illegible]

18. Punishment meted-out fairly. [illegible]

A study of 1800 naval officers showed many different motives which contributed to the cause of the difficulties. Some men were troubled by economic problems or unsatisfactory at home. Many showed family backgrounds of discord, broken homes, or mistreatment. There were other motives similar for officers to contend. A few men with high I.Q.'s were bored with their tasks. Twenty-seven percent of the officers did not like their duty and seventeen percent did not like the Navy.[41] Another study found that deficiencies or overfatigue were due largely to an emotional disturbance or to some attitude toward the Navy.[42] Certainly, it would be desirable if Naval officers were able to eliminate difficulties

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41 H. R. Otteson and G. A. T. Stanley, Jr., "The Naval Officer: Motivating Factors," Navy Medical Bulletin (Navy Department, Washington, 1943), Vol. 41, pp. 1038-1048.

42 H. Brownell, A. A. Adams, and E. Jones, "A Psychological Study of Desertion and Over Leave in the Navy", Navy Medical Bulletin (Navy Department, Washington, 1943), Vol. 41, pp. 848-858.

by developing interests and proper attitudes, by helping to solve the difficult personal problems, and by calming emotional tensions.

The prestige of his job is of great importance in motivating each man. Lack of prestige is usually one reason that "head cleaners" are not enthusiastic about their jobs. But the attitudes of the crew and then of the cleaners can be changed. The Goodrich "College" of Maintenance Knowledge says, "Give dignity to an irksome job, temper it with humor, and instill a spirit of friendly competition in those who have to carry it out."[43] The problem is much simplified when dealing with types of men who can take pride in the simplest of jobs.[44] See techniques #19, 35, and 36 in the check-list.

In order for an appeal to patriotism to carry much weight the patriotism should carry prestige. It has been obvious that patriotism was more popular, and because of the popularity more effective as a motive in times of war and national emergencies.[45] Appeals are said to be more

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43/ "Goodrich 'College' of Maintenance Knowledge", Modern Industry (March 15, 1947), p. 72.

44/ Karl A. Menninger, The Human Mind (A.A. Knopf, New York, 1945) p. 53.

45/ Cameron and Ross, op. cit., p. 46

by developing interests and proper attitudes, by helping to solve the difficult personal problems, and by giving emotional training.

The prestige of his job is of great importance in motivating each man. Lack of prestige is usually one reason that "hard sleepers" are not enthusiastic about their jobs. But the attitudes of the crew are often of the greatest concern be changed. The Swedish "Spilage" or training-ship for boys, gave "this dignity to an intense job, lower it with humor, and instill a spirit of friendly competition in their crew to carry it out."[43] The problem is much simplified when dealing with types of men who are back living in the minimum of jobs.[44] See technique #13, 23, and 36 in the check-list.

In order for an appeal to patriotism to carry enough weight the patriotism should carry prestige. It has been obvious that patriotism has been popular, and because of the popularity have effective as a motive in times of war and national emergencies.[45] Appeals are said to be more

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43\ "Swedish 'Spilage' or Training-Ship Transformed Delinquent Juniors" (Nov. 15, 1947), p. 9.

44\ Karl A. Menninger, The Human Mind (A.A. Knopf, New York, 1945) p. 55.

45\ Cameron and Hart, op. cit., p. 46

successful when they are specific and are aimed at individuals or smaller groups. Also it is usually agreed that appealing to duty as a motive is not often successful.[46] Refer to technique #17.

One of Davis' principles of morale is the principle of understanding. A man appreciates more what he believes to be right.[47] Industry and the armed services understand this and now attempt to find out, usually by survey, what the men believe and then to correct any erroneous beliefs by methods of indoctrination and presentation of the facts. It is too often found that men guide their actions by misconception. Walter Strong, Midwest Director of the Opinion Research Corporation, Chicago, pointed out that almost universally labor does not understand managements problems. Workers in some concerns estimated company profits at about 50% of gross income while in reality it was about 8%. Certainly, it is management's function and duty to show the workers the truth.[48] An example of specific Army indoctrination is the situation immediately prior to the invasion of Europe, across the English Channel, D-day in World War II. It was found that

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46/ H. H. Higgins, Chapter III, op. cit.

47/ Ralph C. Davis, op. cit. p. 548 f.

48/ Walter Strong, "Analyzing Employee Attitudes and Wants," a speech presented May 15, 1947 at the Eighth Ohio Personnel Institute, Ohio State University.

successful when they are quantitative and are adapted to individuals or small groups. Also it is usually expensive and appealing to study on a motive is not often successful. Refer to Dunlap, 17.

One of Dewey's principles of morals is the principle of understanding. A man recognizes more what he is doing when he right.[46] Industry and the human organization concerned are now attempt to find out, usually by guess, what the men believe and then to correct any erroneous beliefs by methods of information and presentation of the facts. It is too often found that men quite likely reason by disassociation. Walter Lippmann, Edward Filene of the Filene Research Corporation, Chicago, pointed out that almost universally labor does not understand management's problems. Before in some concerns guaranteed company profits at about 50% of gross income skills in reality it was about 4%. Similarly, it is management's function and duty to show the workers the truth.[47] An example of specific duty indoctrination is the situation immediately prior to the invasion of Europe, across the English Channel, D-day in world war II. It was found that

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[46] H. H. Higgins, Chapter III, op. cit.

[47] Ralph G. Davis, op. cit. p. 49 f.

[48] Walter Lippmann, "Analyzing the Relations between Industry and Society," a speech presented May 14, 1945 at the Illinois Ohio Personnel Institute, Ohio State University-12.

the great majority of soldiers believed that they were doomed to die. A series of pamphlets giving facts were distributed to inform the men better of the situation.[49] Check-list techniques #43 and 51 stress the above points.

When rumors exist, it is usually because the men are not completely informed. "To deny a rumor, repeat the facts, don't repeat the rumor. Rumors are spread by word of mouth. When you repeat a rumor you are spreading a rumor." An experimental study group of people were brought in to listen to a rumor contest program over the radio, which consisted of a dialogue in which a rumor was announced, followed by facts which proved it untrue. Listeners to the program were interviewed before and after the program. Their answers showed that the rumors should never have been repeated. For every rumor spiked by the program, twenty-seven were planted."[50] Technique #51 mentions this point. Motivation techniques which pertain particularly to education problems, training, and learning are useful

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49/ Maj. Gen. F. H. Osborn, "Information and Education Division", Military Review, (Fort Leavenworth, December, 1944), Vol. 24, No. 9, pp. 2-26. The purpose of the orientation are listed as: 1. motivation, 2. explanation, 3. reassurance. For another discussion of the Army orientation program, see Col. H. J. Schroeder, "Mental Conditioning to War", Military Review, (Fort Leavenworth, July 1944), Vol. 24, No. 4, pp. 50-53.

50/ Army Service Forces Manual M-5, Leadership and the Negro Soldier, (Government Printing Office, October 1944), p. 63.

the great majority of soldiers believed that they were doomed to die. A portion of questionnaires giving facts were distributed to inform the men reports of the situation. Good-like Soldiers (2) and (3) across the three points.

When rumors exist, it is usually because the men are not completely informed. "To deny a rumor, repeat the truth, don't repeat the rumor. Rumors can never be wrong at mouth. When you repeat a rumor you are spreading a rumor."

An experimental study group of people were asked to listen to a rumor controlled program over the radio, which consisted of a dialogue in which a rumor was mentioned, followed by facts which proved it untrue. Listeners to the program were interviewed before and after the program. Their answers showed that the rumors should never have been repeated. For every rumor stated by the program, twenty-seven were planted.[49] Training and morale thus point. Motivation techniques which are tied particularly to education programs, training, and learning are useful

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49\ Maj. Gen. F. H. Osborn, "Information and Education Division", Military Review (Fort Leavenworth, Kansas, 1944), Vol. 24, No. 8, pp. 5-8. The purpose of the military training are listed as: 1. motivation, 2. orientation, 3. reassurance. For another discussion of the army orientation program, see Col. G. L. Gillespie, "Morale Contributing to War", Military Review (Fort Leavenworth, July 1944), Vol. 24, No. 4, pp. 50-54.

50\ Army Service Forces Manual M-5, Leadership and the Home Soldier, (Government Printing Office, Washington 1944), p. 69.

in the check-list. Pennington presents the following:

DEVICES THAT PREPARE TRAINEES FOR MILITARY INSTRUCTION 51/

MORE REMOTE	MORE IMMEDIATE
Knowledge of future needs *)/ # 16, 43	Immediate recognition of progress. #21, 37, 38, 48.
Proficiency certificates #24	Success experiences each day in training. #36, 38, 42.
Advancement in rank	Demonstration of how a military piece works.
Financial Gains #24	Problems relating known to unknown #43.
Assignment to a special post. #24	Graphs, charts, instruments that set the stage for instruction. #16
Leaves and time-off. #24	Instructors bearing, interest, and enthusiasm. #16.
Advanced training possessing civilian and military vocational value. #43	

*)/ (Numbers after the items above refer to check-list techniques)

For learning, Pennington, Hough, and Case present the following psychological principles: (1) A man learns most when he understands the nature of the subject and why he

51/ Pennington, et al., op. cit., p. 19.

in the check-list. Hamilton presents the following:

[illegible]

[illegible]	[illegible]
Knowledge of future needs [illegible] 16, 43	Possible regimentation of [illegible]. [illegible], [illegible], [illegible], 46.
Proficiency certificates [illegible]	Become [illegible] [illegible] in [illegible]. [illegible], [illegible], 46.
Advancement in rank	Encouragement of [illegible] military [illegible].
Financial gain [illegible]	Problems regarding income to [illegible].
Assignment to a special post. [illegible]	[illegible], [illegible], [illegible] [illegible] not the [illegible] for [illegible]. [illegible]
Leave and time-off. [illegible]	Independence [illegible], interest, and [illegible]. [illegible].
Advanced training [illegible] civilian and military [illegible] [illegible]. [illegible]	

(Numbers after the items refer to check-list [illegible])

For learning, [illegible], [illegible], and [illegible] [illegible] the following psychological principles: (1) - [illegible] when he understands the [illegible] of the [illegible] [illegible]

[illegible] Hamilton, et al., [illegible], p. [illegible].

needs to learn it. (2) A man learns and remembers best when the subject is closely tied to that already known. (3) A person attends to one item of experience at a time; he cannot do two things at once, unless one of these is so completely habitual that no attention is necessary. (4) The learner should practice in the manner in which he is later to use his new facts and skills.[52]

Case evidence exists in the experience of the Navy at teaching recognition during World War II. Dr. Mendenhall followed the learning exhibited by various pilots. The amount learned from recognition was low while the pilots were training in the U. S., but learning jumped obviously to much improved results when the pilots were aboard carriers, steaming toward combat zones. He mentioned four principles quite generally accepted. Learning takes place most rapidly when a man 1. is aware of a goal, 2. understands the goal, 3. accepts the goal, and 4. sees the goal as immediate.[53] Check-list techniques #37, 38, 43, 45, and 51 include these principles.

52/ Pennington, et. al., op. cit., p. 15.

53/ From a conference held July 12th, 1947 with Dr. C. B. Mendenhall, Professor of Education, Ohio State University and Lt. Cdr., USNR.

needs to learn it. (2) A man learns not remember that when the subject is clearly that in that already known. (3) A person attends to one idea or experience at a time, he cannot do two things at once, unless one of them is so habitually habituated that no attention is necessary. (4) The learner should practice in the manner in which he is later to use his new facts and skills.[59]

Case evidence exists in the experiments of the Army at training recruitment during World War II. Mr. Woodworth followed the learning curvature by various pilots. The amount learned from recognition was low while the pilots were training in the U. S., but learning jumped dramatically to much improved results when the pilots were flying combat, stepping toward combat zones. He mentioned four principles quite generally accepted. Learning takes place most rapidly when a man 1. is aware of a goal, 2. understands the goal, 3. accepts the goal, and 4. sees the goal as immediate. Check-list techniques [60], [61], [62], and [63] include these principles.

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[59] Pennington, et. al., op. cit., p. 16.

[60] From a conference held July 11th, 1947 with Dr. E. C. Mandonnell, Professor of education, Ohio State University and Dr., [illegible].

Indoctrination literature and training material must be presented in a form the bluejackets will accept. Cleverly designed handbooks have many times proved much more effective than any number of lecturers, orders, and regulation books.[54] Technique #43 includes mention of the handbooks. One actual, bad example was a handbook which started, "Remember, you are here to work."

Eugene B. Maple presented a picture of the schooling methods available to industrial employees and he expressed the opinion that they were not completely satisfactory. He was looking for better methods. One concrete suggestion concerned testing. He notices a two hundred percent increase in the enrollment of adult trade classes in the field where the testing technique had been used. A test or experimental situation sometimes in itself stimulates production.[55]

54/ Some Naval vessels have quite excellent handbooks, e.g. the U.S.S. Leyte and the U.S.S. Albany. Also see W. B. Dominick, "The Employee Handbook; A Training Aid", Personnel Administration (May, 1942), Vol. 4, No. 9, pp. 3-5; Also see Alan G. Rankin, "A Survey of Employee Handbooks," Personnel Administration, (February, 1940), Vol. 2; and S. Bently, "The Employee Publication as a Morale Builder," Advanced Management (July-September, 1943) Vol. 8, No. 3, pp. 78-85.

55/ Eugene B. Maple, "Stimulating Employee Self-Improvement", Personnel Journal (March, 1941), Vol. 19, No. 9, pp. 316-324.

Indoctrination literature and training material must be presented in a form the Germans will accept. Cleverly designed handbooks have many times proved more effective than any number of lectures, orders, and regulations books. [54] Translations of Russian versions of the handbooks, one actual, had enough was a measure that started, "Comrades, you are here to work."

Eugene H. Davis presented a picture of the changing methods available to American diplomacy and he expressed the opinion that they were not completely satisfactory. He was looking for better methods. The country experienced connected lighting. He notices a two footed pedal increases in the equipment of small trade shops in the times when the testing techniques had been used. A test of temperamental situation advertise in street evaluators [illegible].

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[54] Some Naval veterans have quite possibly handbooks, e.g. the U.S.S. Lapta and the U.S.S. Ellery. See also W. Hamilton, "The Sailors Handbook: a Training Aid", Personnel Administration (May, 1946), Vol. 9, p. 25; also see also H. Hamlin, "A Survey of Employee Handbooks," Personnel Administration, (January, 1950), Vol. 13; also E. Smalley, "Use Employee Handbooks as a Morale Builder," Personnel Management (July-September, 1948) Vol. 8, No. 3, pp. [illegible].

[55] Eugene H. Davis, "Motivation Employees Self-Improvement", Personnel Journal (March, 1949), Vol. 28, No. 8, pp. [illegible].

Some other principles concerning training are: Create adequate interests, attitudes, and purposes. Goals and standards must be adapted to pupil ability. Maximum efficiency demands a definite objective. Reward and praise may be effective incentives. Punishment probably has limited value.[56] Technique #42 mentions the value of tests.

Attitudes toward changes in environment are more important than the changes themselves. In one of the Westinghouse experiments an increase in lighting produced a definite increase in production. However, when intensity of illumination was experimented with again it was lowered below the original value and production increased still more. Almost any change improves production if it is taken in the right spirit.[57] The following things can help to prevent boredom and fatigue: 1. Take frequent rest pauses, 2. Change the nature of the activity, 3. Compete with others and with yourself, 4. Section the men into roughly equivalent groups so that men of somewhat similar background and abilities work together.[58] Check-list

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56/ D. G. Ryans, "Motivation in Learning", Yearbook of the National Society for the Study of Education (1942), Vol. 41, part 2, pp. 289-331. See also Pressey and Robinson, op. cit., pp. 200-229.

57/ Cameron & Ross, op. cit., p. 51. Also Roethlisberger and Dickson, op. cit., pp. 2 ff.

58/ Pennington, et. al. op. cit., p. 97.

from other principles promoting intelligent work, adequate interest, attitudes and concepts. Habit and attitude must be adapted to social reality. Students deficiency demands a definite emphasis. Interest and practice may be effective incentives. Teachers probably lack ideal value.[56] Technique [illegible] the value of teaching.

Attitudes toward changes in environment are more important than the changes themselves. In one of the investigations experiments on increase in lighting produced a definite increase in production. However, when intensity of illumination was experimented with again it was lowered below the original value and production increased still more. Almost any change improves production if it is taken in wholehearted spirit.[57] The following things can help to prevent boredom and fatigue: 1. Take frequent rest pauses. 2. Change the nature of the activity. 3. Compete with others and with yourself. 4. Reduce the work into roughly equivalent groups so that each of somewhat similar background and abilities work together.[58] Cross-lists

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[56] C. C. Pyrma, "Motivation in Learning", Yearbook of the National Society for the Study of Education (1942), Vol. 41, part 2, pp. [illegible]. See also Crosby and Lahman, op. cit., pp. [illegible].

[57] Garrison & Kuhn, op. cit., p. 81. See Jones Lindberger and Dickson, op. cit., pp. [illegible].

[58] Pennington, et. al. op. cit., p. 47.

techniques #14, 15, 28, 33, and 25 include the above principles.

There should be fairness in all dealings between officers and men. For example, some promotion systems are supposedly based on merit, the best man to get the job if qualified, but in fact, they may not effect advancements on merit. It happens sometimes ~~that~~ when vacancies exist for promotion that there are men who consider themselves qualified for promotion but that the officers seem to consider them not qualified. It is only fair that if a man is qualified he should be considred automatically, and that if he is not qualified he should be cognizant of the fact. This requires up to date, accessible records. Decisions must be based on facts, not on vague feelings. Techniques #39, 42, and 43 attempt to show this.

George Jay Anyon attempted to codify an evolving program to satisfy the present labor-management troubles. Much of his plan had to do with the motivation of workers. It was based both upon what the trade unionists have indicated they want to accomplish or the conditions they seek to create or find in industry, and various managerial principles from which the wants were taken. Grievance items which apply here are listed.[59]

59/ George Jay Anyon, "Trade Unionists and Scientific Management", Advanced Management (June 1947), Vol. XII, No. 2, pp. 56-73. See also John A. Overhold, "Grievance Procedures as Aids to Morale", Personnel Administration (May, 1943), Vol. 5, No. 9, pp. 8-9.

techniques [illegible] in making the entry principles.

There also did be fairness in all dealings between officers and men. For example, some promotion systems are very heavily based on merit. The boys seem to get the job if qualified, but in fact, they may not effect advancements on merit. It happens sometimes that women promotions only for promotion, but that there are men who consider themselves qualified for promotion, but that the officers seem to consider them not qualified. It is only fair that if a man is qualified he should be considered automatically, and then if he is not qualified he should be informed of the fact. This requires an up date, accessible records. Promotions must be based on facts, not on vague feelings. Footnote 88. [illegible] to show this.

George Jay Anyon attempted to modify an existing program to satisfy the present labor-management problem. Much of his plan had to do with the motivation of workers. It was based from upon what the Soviet writers have indicated they want to accomplish in the conditions they seek to create or find in industry, and various managerial principles from which the weeks were taken. Principles these which are listed.[88]

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[88] George Jay Anyon, "The Soviets and Industrial Management", Advanced Management June 1947, Vol. XII, No. 2, pp. 82-84. Has also done a, [illegible], "Soviets Produce on Line to Marxia", Personnel Administration [illegible], 1948, Vol. 2, No. 5, pp. 2-5.

1. The greatest cause of controversy is to be found in the misuse of managerial power and authority. It is a more decisive force than the profit motive.

2. Any controversies arising are to be subject to the "Grievance procedure".

3. All grievances should be settled as near the point of origin as is possible, as speedily as possible, and on their merits.

4. A procedure must be established for the settlement of grievances. There should be provided, by mutual agreement, a final determination of unsettled grievances and the procedure to be followed.

5. The procedures must facilitate settlement of grievances by the establishment of the successive steps and methods of presentation of grievances and the appeal from one step to another.

The handling of complaints is stressed by the majority of military leadership books, however, few of them proposed the formalized procedures used by industry. The trend is in the direction of expanded grievance procedures. Our sailors are U. S. citizens who know the grievance systems. They will want one in the Navy. And the Navy will benefit by having one. The present informal system usually used will

1. The greatest cause of controversy is to be found in the misuse of managerial power and authority. It is a more decisive force than the profit motive.

2. Any controversies arising are to be settled in the "grievance procedure".

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4. A procedure must be agreed upon for the settlement of grievances. There should be provided, by written agreement, a final determination of unsolved grievances and the procedure to be followed.

5. The procedure must facilitate settlement of grievances by the establishment of the successive steps and methods of presentation of grievances and the appeal from one step to another.

The handling of complaints is stressed by the majority of military leadership books, however, few of them [illegible] the formalized procedure used by industry. The [illegible] in the direction of solving grievances. In civilians are U. S. citizens who know the [illegible]. They will want one in the Navy. And the Navy will benefit by having one. The present informal system usually and will

always work well, but not in all cases.[60]

The steps presented by R. C. Davis for improving morale are actually steps for handling grievances, except that no step is listed for making the complaint.

1. Investigation, before or after a complaint.
2. Determination of clashes.
3. Conferences on those conflicts.
4. Adjustment.
5. Indoctrination in the adjustment made.
6. The development of focal points of common interests.
7. Morale maintenance.[61]

Check-list techniques #23, 34, 43, and 45 mention these principles.

Nine requisite to good morale have been presented by Walker.[62] Briefly, they are listed below with references to motivation

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60/ S. L. Munson, Jr., Leadership for American Army Leaders (The Infantry Journal, Washington, 1944), pp. 51-54, pp. 76-78. Munson presents the usual methods of handling complaints in the services. See also National Research Council, Psychology for the Fighting Man (Infantry Journal-Penguin Books, Washington, 1943), pp. 311 f.

61/ Davis, op. cit., p. 505.

62/ Harvey Walker, Public Administration in the United States (Farrar and Rinehart, Inc., New York, 1937) pp. 191 ff.

always work well, but not in all cases.[30]

The steps presented by L. G. Davis for improving morale are actually steps for marking improvement, usually that is step is listed for making the complaint.

1. Investigation, before or after a complaint.
2. Determination of cause.
3. Conference [illegible] complaint.
4. Adjustment.
5. Indoctrination in the adjustment made.
6. The development of good morale of human resources.
7. Overall maintenance.[31]

Gross-Lust Management Job, Co, Co, and 45 possess these principles.

Nine requisites to good morale have been presented by author.[32] Briefly, they are listed below with reference to motivation

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30\ L. Davis, Jr., Improvement the employee by improving the Morale Journal, Monthly Co., Feb., 1, 1. 30-36, pp. 32-33. Common reasons to the [illegible] of morale-building complaints in the survey. See also National Industrial Conference Board, Promoting the Morale of Industry Journal-Bulletin Series, Monthly Co., Inc., pp. 211 4.

31\ Davis, op. cit., p. 32.

32\ Harvey Walker, Public Administration in the United States (Farrar and Rinehart, Inc., New York, 1937) pp. 191 ff.

techniques in which the principles are mentioned:

1. Fairness #39
2. Leadership #all
3. Equal pay for equal work. #54
4. A scheme to measure individual efficiency. #37,38
5. Career security #41,42
6. Recognition - previously listed.
7. A fair and adequate retirement system.
8. A well rounded social program. #2, 5, 26.
9. Organization of employees.

Walker's principle concerning a scheme to measure individual efficiency deserves more mention. Alford and Bangs claim that "incentives can be applied successfully wherever there are established tasks; conversely, no incentives can be applied successfully where there are no established tasks." Improvement in methods, tools, and motions that comes during the establishment of correct tasks makes possible an improvement in labor efficiency, but it is the incentive that releases human energy and cooperation. 63/

The foregoing is true for several reasons. Almost any goal clarifies the man's purpose and increases production.

63/ L. P. Alford and J. R. Bangs (eds.) Production Handbook (The Ronald Press Co., New York, 1944), p. 1177.

Techniques in which the productive use involves:

1. Patterns of
2. Leadership skill
3. Equal pay for equal work, etc.
4. A means to measure individual efficiency, etc.,
5. Correct security measures
6. Recognition - practically limited.
7. A fair and adequate retirement system.
8. A well rounded social program, fig. 6, 10.
9. Organization of employees.

Walker's principle concerning a means to measure individual efficiency effective work methods, states that "incentives can be applied successfully wherever there are certain basic conditions; conversely, no incentives can be applied successfully where these are no certain basic conditions." Improvement in methods, tools, and options that cause faulty the curtailment of output being where there is an increasement in labor efficiency, but it is the incentive that increases human energy and produce more.[1]

The foregoing is true for personal incentives. Based on goal activities the men's programs put increase compensation.

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[1] L. P. Alford and J. R. Bugg (eds.) Principles of Industrial Management (The Ronald Press Co., New York, 1941) p. 317.

It also measures his progress, allows him to know what is desired or considered satisfactory performance, and it makes possible forms of competition.

Alford and Bangs present as one, good, non-financial incentive, a system of individual production records. These may include data on any or all of quantity produced, quality, economy, the ideal, the best ever achieved, and the best the individual has ever achieved. Such records may be posted.[64] Many industries have got remarkable incentive results from merely passing around a symbol of some sort, placing it in the department which for the last week or period ranked first on the basis of the above records.

Some men need harder jobs.[65] The best incentive to the employee to be productive is to be placed upon a job in which he can succeed, and in which his success will receive appropriate recognition.[66] But if the level of the goal is set too high it tends to reduce motivation.[67] These points are mentioned in technique #14.

64/ Alford and Bangs, op. cit., p. 1248. See also the chapter "Measures of Performance", p. 1392 ff.

65/ Cameron and Ross, op. cit., p. 80

66/ Army Service Forces Manual M212 Civilian Personnel Officer's Handbook (Army Service Forces, April 1945), p. 40.

67/ R. R. Sears, "Personality and Motivation," Review of Education Research (1944), Vol. 14, pp. 368-380.

It also means or his purposes, allows him to know what is desired or considered satisfactory performance, and it makes possible forms of competition.

Alford and Beeby present us one, good, non-financial incentive, a system of individual production records. These may include data on any or all of quantity produced, quality, economy, the least, the best ever achieved, and the best the individual has ever achieved. Such records may be posted.[64] Many industries have put remarkable incentive results from merely posting around a square of wall chart, placing it in the department which for the last week or period ranked first on the basis of the above records.

Some men need larger jobs.[65] The best incentive to the engineer to be productive is to be placed upon a job in which he can succeed, and in which his success will receive appropriate recognition.[66] But if the level of the goal is set too high it tends to [illegible] motivation.[67] These points are mentioned in Dunnette #14.

64\ Alford and Beeby, op. cit., p. 1[illegible]. See also the chapter "Measures of Performance", p. [illegible] 77.

65\ Cameron and Hone, op. cit., p. 10

66\ Army Special Forces Manual #[illegible] Civilian Personnel Management Officer's Handbook (Army Service Forces, April 1944), p. 40.

67\ R. M. Marx, "Personality and Motivation," Review of Educational Research (1940), Vol. 10, pp. [illegible].

A conclusion drawn by Young was that "The adjustment of an individual to his task involves a variety of interrelated factors, a number of which have been studied experimentally. Among these are the subject's understanding of the nature of his task, his method of working, the visual and other sensual guidance which he may utilize in carrying out an activity, his preparatory set as established by the quantity of the work initially presented, a knowledge of the results of his work, and a group of factors which go to make up what is commonly called "attitude", such as enthusiasm, interest, and self-reliance." Some of these ideas have not been discussed previously in this chapter. They are included in check-list techniques #14, 36, 42-44, 46 and 54. Young later enlarges one of the above points by saying that the experiences of success and failure depend largely upon one's goal or level of aspiration. Success or failure feelings are relative to individual ability.[68]

Competition is in itself an effective incentive. The Navy has always used many competitive drills and exercises to stimulate learning and interest. Individual competition is superior often to group competition. This occurs because each individual is stimulated, not only kep personnel

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68/ Young, op. cit., p. 260 f. and p. 332.

A conclusion drawn by Young was that "the adjustment of an individual to his task involves a variety of interrelated factors, a number of which have been studied experimentally. Among these are the individual's understanding of the nature of his task, his method of working, the visual and other manual guidance which he may utilize in carrying out an activity, his preparatory set as conditioned by the recently of the work initially presented, a knowledge of the problem of his work, and a group of factors which go to make up what is commonly called 'attitude', such as motivation, interest, and self-reliance." Some of these have been discussed previously in this chapter. They are included in check-list techniques #4, 26, 27-29, 32 and 34. Young later enlarges one of the above points by saying that the experience of success and failure impact largely upon one's goal or level of aspiration. Success or failure challenge are relative to individual ability.[26]

Competition is in itself an effective incentive. The Navy has always used many competitive social and economic to stimulate learning and interest. Individual competition is popular often to group competition. This seems because each individual is "involved" and only by personal

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[26] Young, op. cit., p. 326 f. and p. 328.

on the team. It is preferable to use a system in which each man can win by beating a record, rather than a system in which one man wins and all the rest lose.[69]

If a leader desires a man to produce efficiently, he must be given sufficient authority to do the job and he must be given necessary assistance when requested.[70] But, more than that, any assistance which can be given a man usually can be considered a motivational device. It should improve efficiency in some way to so qualify. This can be in the form of training, increased knowledge, a better understanding, a better method, or a better tool. See technique #40.

Work simplification developed during World War II at an accelerated rate. It is not new, but it is of proven value in industrial jobs and might well be applied to Navy jobs. Some Naval personnel may not be especially pushed to complete the assigned work, but some yeomen, gunners, shipfitters, and others never seem to get their work done. Certainly, help is in order.

Some of the work simplification techniques are:[71]

69/ Moltzech, op. cit., p. 270.

70/ Davis, op. cit., p. 71 ff.

71/ Fite, H. H. "Training Supervisors in Management Analysis", Public Personnel Review (April 1945) Vol. 6, No. 2, p. 92 ff. Also see: John J. Kennedy and F. J. Waldenfelds, "The Responsibility Distribution Chart: A Classification and Administrative Analysis Tool", Public Personnel Review, (Oct., 1943), Vol. 4, No. 4., pp. 254-259.

on the team. It is preferable to use a system in which each man can win by beating a teammate, rather than a system in which one man wins and all the rest lose.[69]

If a leader desires a man to produce efficiently, he must be given sufficient authority to do the job and he must be given necessary assistance when necessary.[70] Furthermore, any assistance which can be given a man should be considered a motivational device. It should improve efficiency in some way or be quality. This can be in the form of training, increased knowledge, a better mechanism, a better method, or a better tool. See Sections [illegible].

Work simplification analysis helps avoid the [illegible] of an accelerated rate. It is not easy, but it is for persons with industrial jobs and might well be duplicated to help the analyst work, but some persons, planners, supervisors, and others never seem to get that very far. Certainly, help is in order.

Some of the work simplification techniques are:[71]

69/ Hammond, op. cit., p. 170.

70/ Ibid., op. cit., p. 71 ff.

71/ Fitz, R. R. "Planning Cost-Effective Improvement Analysis", Proceedings Seventh Annual (Fourth Issue) Vol. 3, No. 3, p. 32. Alexander, John L. Chemery and R. A. Schlenkerman, "The Maximum Utility Industrial Unit: A Quantization and Administrative Analysis Tool", Public Personnel Studies (Oct., 1940), Vol. 4, No. 4, pp. 328-330.

1. The work distribution chart.
2. The process chart.
3. The work count.
4. Better scheduling charts.
5. Job analysis.
6. The responsibility distribution charts.

These items are mentioned in techniques #46 and 54.

Scientific personnel management is a phrase which usually refers to one of the following three efforts:

1. The methods used in selecting men for specific jobs.
2. The methods used for rating and promoting men.
3. The recording of pertinent data in order to provide a reliable and accessible report on each man.[72]

Selection tends to avoid the problem of improving each man, at least it is a negative approach to motivation. The potentialities of well applied motivation techniques are emphasized in the following quotation from Horchow.[73] "If there is one significant fact which has come out of this

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72/ Pennington, et al., op. cit., p. 159. For general information on these phases see Viteles, M. S., Industrial Psychology (W. W. Norton & Co., 1942), Passim.

73/ R. Horchow, "Military Personnel Administration: The United State's Army", Public Personnel Review, (April, 1943), Vol. 4, No. 2, p. 106.

1. The work distribution chart.
2. The process chart.
3. The work sheet.
4. Motion combining charts.
5. Job analysis.
6. The responsibility distribution chart.

These items are mentioned in terms of job and so.

Rationalize personnel management is a phrase which usually refers to one of the following three criteria:

1. The methods used in selecting men for executive jobs.
2. The methods used for rating and promoting men.
3. The recording of pertinent data in order to provide a reliable and accessible record on each man.[73]

Relation tends to assume the condition of interesting each man, so long as it is a negative approach to motivation. The potentialities of well applied motivation techniques are emphasized in the following quotation from Hardin.[74] "If there is one significant fact which has come out of this

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[73] Tonnelbom, et al., op. cit., p. 108. For related information on these points see Tiffin, S. V. Industrial Psychology (N. Y. Norton & Co., 1940). Pamph.

[74] H. Hardin, Military Personnel Institution: The United States's Army", Public Personnel Review, (N. Y. 1942). Vol. 4. No. 3. p. 108.

Army job of placement, it is the affirmation of the almost limitless flexibility and adaptability of the human being."

"This and the amazing picture of the release of human capacity held in bounds in civilian life by the narrow confines of a job or a chance acquired skill, should be seriously pondered by our civilian personnel administrators."

The Navy has long had standard procedures for aiding bluejackets in obtaining financial aid. Experience has shown that it has been of great value.[74] The Navy pay scale is graduated reasonably well for incentive purposes, but alone it often fails to induce a man to accept more responsibility. The effect of financial incentives is an immediate increase in output, but the effect soon wears off after a promotion. Gain incentive works best if kept temporary, especially if immediately prior to holidays.[75] Industry is well agreed that the value of an incentive bonus is soon lost unless it is maintained temporary in the mind of the

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74/ Small sums are loaned from the Ship's Welfare Fund. When greater amounts are needed, officers help bluejackets to obtain loans from the Navy Relief Society. Because of the Navy Relief policy of restricting loans to specific types of needs, those of many men are not satisfied. See Lincoln Clark, "A credit Union as a Part of a Personnel Program", Public Personnel Review (October, 1943), Vol. 4, No. 4, pp. 219-229. Clark surveys the field and presents figures tending to prove the credit union of great value.

75/ Cameron and Ross, op. cit., p. 45.

74/ Small sums are loaned from the army's Welfare Fund. Even greater amounts are needed. Officers have been approached to obtain loans from the Navy Relief Society. Theories of the Navy Relief policy of restricting loans to specific types of needs, some of many men who have participated. Dr. Lincoln Clark, "A Small Salon on a Fort of a Terrorized Prisoner", Public Personnel Review (Jan-Mar, 1943), Vol. 4, No. 4, pp. 119-120. Clark surveys the field and presents figures tending to prove the overall value of great value.

75/ Cameron and Hoan, op. cit., p. 48.

of the individual. It has proved much more successful if bonus pay is given as a separate check, something obviously extra.[76] This principle would seem applicable to the Navy. Special pay is awarded in the Navy for special duties and for excellence in arms.[77] The increase, usually $5.00, is lost in the regular pay. The principle from industry would seem to indicate that more incentive value would be obtained by the Navy if a plan were adopted of separating the special money, possibly by distributing monthly standard $5.00 checks. The facts of this paragraph are expressed in motivation techniques #24, and 27.

Zubin's experiment with children in the classroom sheds some evidence on the value of rewards. A reward was offered for speed in simple mental functions. The actual prize was not named but was made to sound desirable. All but 6% of the children increased in speed. There was slight difference between grades, but there was a slight trend for the increase to be greater in higher grades, and the variation in speed between individuals was consistently smaller under incentive conditions than under non-incentive conditions.[78]

76/ Davis, op. cit., p. 527.

77/ United States Navy, Bureau of Naval Personnel Manual, Article D5312, "Qualifications for Extra Compensation for Use of Arms," p. 175.

78/ Joseph Zubin, Some Effects of Incentives, (Columbia University, Teachers College Bureau of Publications, New York, 1932), passim.

of the individual. It was proved much more successful if bonus pay is given on a monthly basis, something obviously extra.[76] This principle would seem applicable to the Navy. Special pay is awarded in the Navy for special duties and for excellence in work.[77] The increase, usually $6.00, is lost in the regular pay. The principle from industry would seem to indicate that more incentive value would be obtained by the Navy if a plan were adopted of rewarding the special money, possibly by distributing monthly standard $5.00 checks. The ideas of this paragraph are expressed in motivation problems #4, and 27.

Rubin's experiment with children in the classroom might have evidence on the value of rewards. A reward was offered for speed in simple mental functions. The actual prize was not named but was made to sound desirable. And but of of the children increased in speed. There was slight difference between grades, but there was a slight trend for the increase to be greater in higher grades, and the variation in speed between individuals was consistently smaller under incentive conditions than under non-incentive conditions.[78]

76\ Davis, op. cit., p. 84.

77\ United States Navy, Bureau of Naval Personnel Instructions, Article 3411, "Special Pay for Enlisted Personnel for Use of Arms," p. 195.

78\ Joseph Rubin, Some Effects of Incentives, (Kansas University, Psychology Section Bureau of Publications, New York, 1944), passim.

Pennington presents three rules which he says must be used if a reward system is to apply effectively. In brief, these are:[79]

1. The recognition should be appropriate to the deed.
2. The reward must be desired by the men -- in instructional situations a reward is prized only when the men's desires for it relate to (a) getting approval from their officers and fellow soldiers, (b) recognition and prestige of the squad or the individual, (c) spare time and recreation, (d) merits and marks.
3. The reward must be impartially awarded.

Technique #24 in the check-list suggests the use of rewards.

It is said that if a man is to accept responsibility he will do so for one or more reasons. He may like the prestige it gives, the feeling of achievement, the increased pay, the freedom, or the increased privileges. The questions are: "What?," and "How much"? will induce him to accept responsibility. The Russians have found it necessary to compensate plant managers and executives with special privileges in addition to salaries, such as special houses, furnishings, vacations

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79/ Pennington, et. al., op. cit., p. 70.

Washington proposes three rules which he says should be used if a reward system is to serve effectively. In brief, these are:

1. The recognition should be appropriate to the task.

2. The reward must be desired by the man -- in institutional situations a reward is valued only when the man's desires for it relate to (a) avoiding deprivation from their or others and fellow soldiers, (b) recognition and prestige of the group or the institution, (c) power etc and rewards, (d) service and work.

3. The reward must be importantly uncertain.

Footnote #14 in the check-list suggests the use of words.

It is said that if a man is to accept responsibility he will do so for one or more reasons. He may take the position it gives, the feeling of monitorship, the increased pay, the freedom, or the increased prestige. The conditions are "safety" and "low wage" will induce him to accept responsibility. The Russians have found it necessary to organize plant managers and executives with special privileges in addition to military, such as special homes, furniture, automobile

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14/ Washington, et. al., op. cit., p. 70.

at better class hotels, and ability to buy special goods at special stores.[80] Many opinions and cases quite well establish it as a fact that financial incentives are not enough.

Motivation must be on the basis of a need or an active want.[81] A manager often fools himself when he "guesses" he knows what the man want. Whenever the importance of a problem as the boss sees it is compared to the importance as the employee sees it, the difference is large.[82] Man's desires are essentially personal. He must be treated as an individual. One cannot expect a man to sacrifice some possession, freedom, or value, unless he expects in some way to be compensated.[83] Rewards are useful to motivate

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80/ W. J. Wample, "What is the Right Incentive for Supervision?" Incentives for Management and Workers, Production Series, No. 161. (American Management Association, 1945), pp. 3-10.

81/ Ralph M. Hogan and Fern L. Hall, "Making Effective Training Plans", Personnel Administration, (November, 1943), Vol. 6, No. 3, pp. 20-23.

82/ See Eugene J. Benge, How to Make a Morale Survey, (National Foremen's Institute Inc., Deep River, Conn., N.Y. & Chicago, 1941), p. 24. Also see A. Kolstad, "Employee Attitude in a Department Store", Journal of Applied Psychology (October 1938), Vol. XXII, No. 5, pp. 420-479.

83/ Davis, op. cit., pp. 503 f., 538 f., and 101.

at better-class hotels, and utility to top executives [illegible] at special stores.[29] Many opinions are [illegible] established in as a fact that financial incentives are not enough.

Motivation must be on the basis of a need or an active want.[30] A manager often finds himself [illegible] "[illegible]" to know what his man want. Whatever the importance of a problem as the boss sees it is compared to the importance as the employee sees it, the difference is large.[31] Human desires are essentially personal. He must be treated as an individual. One cannot expect a man to sacrifice some possession, freedom, or values, unless he expects in some way to be compensated.[32] Incentive are needed to motivate

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[30] W. [illegible], "What is the Right Incentive for Motivation?" [illegible] [illegible], [illegible], 13-31, pp. 5-10.

[31] Ralph M. Dyer and Ford R. Hall, "Making Effective Employing Plans", [illegible], (December, 1964), Vol. 5, No. 1, pp. 24-26.

[32] Jon Eugene [illegible], [illegible] Personnel Institute Inc., [illegible], N.Y. & Chicago, 1963), p. 24. Alex [illegible], Industrial Employee Attitude in a [illegible] Journal of Industrial Psychology (October 1964), Vol. [illegible], No. 2, pp. 149-[illegible].

[33] Doyle, op. cit., pp. 200 f., 208 f., and 163.

men, but they can take many forms, wealth, self-preservation, power, sentiments, tastes, etc., depending on the individual concerned.[84]

A very fine classification of industrial incentives by Dennison Manufacturing Co., is presented in tabular form by Alford and Bangs. Some of the principles presented therein are included here.[85]

1. Individual application of incentives tends to produce strong but non-cooperative motivation. Group application on the other hand yields weaker but cooperative motivation.

2. A high rate of pay with a low bonus rate compared with the reverse is in general less strong as a motivating device toward the task but it facilitates hiring.

3. A financial bonus incentive tends to be considered as part of the regular pay when it is constant. It is then a relatively weak incentive. On the other hand, a fluctuating incentive is discouraging to some men.

A useful part of these three principles is included in the check-list, technique #58.

Positive motivation is morale building. Negative motive by the use of fear, punishment, force, and threats is not

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84/ Higgins, loc. cit., Chapter III.

85/ Alford and Bangs, op. cit., figure 36, p. 1229.

man. But they can take many forms, such as, self-government, power, machinery, leisure, etc., according to the individual concerned.[34]

A very fine classification of incentives is given by Lennion Manufacturing Co., in presented in table from by Alford and Beam. Some of the principles governing these in are included here.[35]

1. Individual application of incentives seem to produce strong but non-cooperative motivation. Group application on the other hand yields weaker but cooperative motivation.

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3. A financial bonus incentive seems to be considered as part of the regular pay when it is constant. It is then a relatively weak incentive. On the other hand, a fluctuating incentive is discouraging to some men.

A useful part of these three principles is included in the check-list, Exhibit [illegible].

Positive motivation is merely building. Negative motive by the use of fear, punishment, force, and threats is not

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34\ Higgins, loc. cit., Chapter III.

35\ Alford and Beam, op. cit., Figure 36, p. 1[illegible].

morale building.[86] A part of the secret instructions of Frederick the Great to his generals shows an example of negative motivation:

> The strictest care and the most unremitting attention are required of the commanding officers in the formation of my troops. The most exact discipline is ever to be maintained, and the greatest regard paid to their welfare; they ought also to be better fed than almost any troops in Europe.
>
> Our regiments are composed of half our own people and half foreigners who enlist for the money; the latter only wait for a favorable opportunity to quit a service to which they have no particular attachment. The prevention of desertion therefore becomes an object of importance.
>
> ##########################
>
> Though my country be well peopled, it is doubted if many men are to be met with of the height of my soldiers: and supposing even that there was no want of them, could they be disciplined in an instant?
>
> It, therefore, becomes one of the most essential duties of generals who command armies or detachments, to prevent desertion. This is to be effected:
>
> 1st. By not camping too near a wood or forest, unless sufficient reason requires it.
>
> 2nd. By calling the roll frequently every day.
>
> 3rd. By often sending out patrols of hussars, to scour the country about the camp.
>
> 4th. By placing chasseurs in the corn by night, and doubling the cavalry posts at dusk to strengthen the chain.

86/ Cameron and Ross, Op. cit., p. 40.

morale building.[20] A part of the source in [illegible]

Probably the great to the general [illegible] as much of negative motivation:

> The strength comes not the most unsettling [illegible] that are frequent of the [illegible] of the formation in the formation of my troops. The best [illegible] highlight is [illegible] to be [illegible], and the greatest [illegible] to their [illegible] they [illegible] to be better fed than almost any troops in Europe.

> [illegible] regiments are composed of half our own people and half foreigners who joined for the money, the latter only [illegible] for a [illegible] opportunity to [illegible] a service to which they have no particular attachment. The prevention of desertion therefore becomes an object of importance.

AAAAAAAAAAAAAAAAAAAAAA

> Though my country is well peopled, it is doubtful if many men are to be met with of the height of my soldiers; and [illegible] even that there are so few of them. Could they be disciplined in an instant?

> It, therefore, becomes one of the most essential duties of government [illegible] to prevent desertion. This is to be effected:

> 1st. By not employing too much a wind or [illegible], unless sufficiently [illegible] requires it.

> 2nd. By calling the roll frequently every day.

> 3rd. By often exercise our [illegible] of marches, to [illegible] the country [illegible] the [illegible].

> 4th. By [illegible] discourse in the [illegible] at night, and finally, the [illegible] [illegible] to [illegible] the [illegible].

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[20] Dawson and [illegible], op. cit., p. 40.

5th. By not allowing the soldiers to wander about, and taking care that each troop be led regularly to water and forage by an officer.

6th. By punishing all marauding with severity, as it gies rise to every species of disorder and irregularity.

7th. By not drawing in the guards, who are placed in the villages on a marching day, until the troops are under arms.

8th. By forbidding, under the strictest injunctions, that any soldier on a march quit his rank or division.

9th. By avoiding night marches, unless obliged by necessity.

10th. By pushing forward patroles of hussars to the right and left, whilst the infantry are passing through a wood.

11th. By placing officers at each end of a defile, to oblige the soldiers to fall into their proper places.

12th. By concealing from the soldier any retrograde movement which you may be obliged to make, or giving some specious, flattering pretext for so doing.

13th. By paying great attention to the regular issue of necessary subsistence, and taking care that the troops be furnished with bread, flesh, beer, brandy, etc.

14th. By searching the cause of the evil, when desertion shall have crept into a regiment or company, enquiring if the soldier has received his bounty and other customary indulgencies, and if there has been no misconduct on the part of the captain. No relaxation of discipline is however on any account to be permitted. 87/

87/ Friedrich II der Grosse (Foster Translation), Military Instructions from the Late King of Prussia to his Generals, (J. Crutwell, Sherborne, 1997), p. 1. Also quoted in Pennington, et al., op. cit., p. 130.

5th. By not allowing the machine to "water-cool", and taking care that heat from the fuel properly to water and fuel by an efficient.

6th. By combining all essential with security, so it give rise to every angle of character and liveliness.

7th. By not trusting in dry weather, the two planes in the village on a cloudy day, until the tempo are under cover.

8th. By furnishing, under the atmosphere information, that may explode on a motor, pilot die from an aviation.

9th. By avoiding other machines, engine catches by accidently.

10th. By keeping forward position of bumper to the right and left, which the infantry are growing through a week.

11th. By showing difference of week end of a battle, to engine was accident to fuel tank. Spin engine pilots.

12th. By travelling from the engine, by overheated machines which you may be injured or death, or dying case of motor. Distributing product for do doing.

13th. By paying great attention to the propeller blade of machines, and taking care that the tempo the Germans with bread. Clash, bomb, smoke, etc.

14th. By knowing the cause of the crash, and crashes that result in a wound from a regiment or company, especially if the pilots can receive air tempo and other machines investigation, and if there can then be observer or the pilot or the machine. In relaxation of knowledge by bumper or any engine to be partially. [87]

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[87] Pfalzbrief II in Grosse (Poetry Translation). Military Instructions from the Life Air of Germany by the Imperial. (A. Bernardi, Berlin, 1917), p. 1. "Life Cycle in Training Men, et al., op. cit., p. 126.

All writers on military leadership emphasize the need for discipline to be developed, in order that obedience may be satisfactory, particularly under the stress of battle. The term "discipline" has changed thoughout the years. Each writer defines discipline to suit himself. Discipline is now considered to be desirable, necessary, good, or bad, depending on the interpretation of its meaning. There are six dictionary meanings for the word discipline:

1. Obs. Teaching; instruction.
2. That which is taught to pupils.
3. Training which corrects, molds, strengthens, or perfects.
4. Punishment; chastisement.
5. Control gained by enforcing obedience or order, as in a school or army; hence, orderly conduct; as troops noted for their discipline.
6. Rule or system of rules affecting conduct or action. 88/

Military leaders are generally thinking of definitions #3 and #4, and the last half of definition #5. Item #4 is included by most military writers as an undesirable form of negative motivation which should be minimized. 89/

88/ Webster's New International Dictionary (G & C Merriam Co, Springfield, Mass., 1934), 2nd Ed., p. 743.

89/ See such as Pennington, et. al. op. cit., pp. 127-157, & 224.

All writers on military leadership emphasize the need for discipline to be developed. In order that discipline may be satisfactory, particularly under the stress of battle. The term "discipline" has changed throughout the years. Each writer defines discipline to suit himself. Discipline is now considered to be desirable, necessary, good, or bad, depending on the interpretation of its meaning. There are six dictionary meanings for the word discipline:

1. Obe. Teaching; instruction.

2. That which is taught to pupils.

3. Training which corrects, molds, strengthens, or perfects.

4. Punishment; chastisement.

5. Control gained by enforcing obedience or order, as in a school or army; hence, orderly conduct; an idea which has for their discipline.

6. Rule or system of rules affecting conduct or action. [64]

Military leaders are generally thinking of definitions #3 and #4, and the last half of definition #5. Item #4 is included by most military writers as an undesirable form of negative motivation which should be eliminated.

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[63] Webster's New International Dictionary (G & C Merriam Co. Springfield, Mass., 1934), Vol. II., p. 766.

[64] See even as Bonington, et. al. op. cit., pp. 147-157, & 224.

Writers on industrial management often attempt to prove that discipline is not necessary, because more democratic methods, in many examples have produced better morale , have increased production, and have improved efficiency. Some of these more democratic methods are the systems of discipline by consent, labor-management conferences, consultive supervision, participation by labor in the management function, labor unions, etc.

Citizens in general and the public schools seem to deplore military discipline, because it is their ideal that each person be developed as an individual, that freedom as contrasted to discipline develops better men. Quotations are often produced to show that the American man is the best fighting man in the world because he has more initiative, more understanding, and more ability to meet each situation successfully. All this is produced to prove that the traditional military discipline is unnecessary.

Industrial managers usually think of discipline in terms of definition #4, the punishments usually taking the form of penalties, fines, reprimands, and discharges, yet, there is usually a statement to the effect that such discipline is a last resort and not desirable. There is talk and some practice of a system of "discipline by consent."[90]

90/ See Scott, Clothier, Mathewson, and Spriegel, op. cit., p. 290.

Writers on industrial management often attempt to prove that discipline is not necessary, because more democratic methods, in many examples have produced better morale, have increased production, and have improved efficiency. Some of these more democratic methods are the systems of discipline by consent, labor-management conferences, personal supervision, participation by labor in the management function, labor unions, etc.

Citizens in general and the public schools seem to replace military discipline, because it is their hope that each person be developed as an individual, that he grow as contributed to disciplinte levelope better men. Conditions are often produced to show that the American man is the best fighting man in the world because he has more initiative, more understanding, and more ability to meet each situation successfully. All this is produced to prove that the traditional military discipline is unnecessary.

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20\ See Scott, Clothier, Mathewson, and Spriegel, op. cit., p. 380.

Critics of the Army and Navy generally think of military discipline in terms of definitions #4 and the first half of #5.

Military leaders usually cite some example to prove the need for discipline: General Sherman wrote as follows concerning the First Battle of Bull Run:

> "We had good organization, good men, but no cohesion (no common bond in a situation of rush and distress), no real discipline, no respect for authority, no real knowledge of war. Both were fairly defeated, and whichever had stood fast the other would have run." 91/

There are many such quotations and examples available scattered from earliest history to the present day. There can be no doubt that military efficiency depends in no small part upon how well the officers and men get along together in the achievement of their common goal. Any degree of maladjustment, therefore, is sure to lessen the bluejacket's effectiveness as well as that of his shipmates. 92/

There seems to be little real disagreement between the military leader of today, the industrial leaders, the educators of the nation, and the U. S. citizens concerning what

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91/ Pennington, et al., op. cit., p. 132.

92/ Pennington, et. al., op. cit., p. 189.

Critics of the army and Navy generally blame of military discipline in terms of deficiencies in the first half of 42.

Military leaders usually cite pre-example to prove the need for discipline. General Stevens wrote as follows concerning the first battle of Bull Run:

> We had good organization, good men, but no cohesion (no common tie) in a situation of rush and danger; no real discipline, no respect for authority, no real knowledge of war. Such were fairly defeated, and whatever had saved that the other would have run.[21]

There are many such quotations and examples available scattered from earliest history to the present day. There can be no doubt that military efficiency depends in no small part upon how well the officers and men get along together in the achievement of their common goal. Any degree of maladjustment, therefore, is sure to lessen the disjoint's effectiveness as well as that of the enlistments.[22]

There seems to be little real disagreement between the military leader of Rome, the industrial leaders, the statesmen of the nation, and the U. S. citizens concerning what

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[21] Fenwick Stevens, et al., op. cit., p. 187.

[22] Fenwick Stevens, et al., op. cit., p. 188.

state of discipline is desirable. The only differences concern definitions and beliefs concerning military discipline. Following are a few conclusions which are acceptable to all persons, with few exceptions, or which are verified by facts:

1. Good discipline is a process of education and punishment is a last resort.[93]

2. A well disciplined outfit needs little punishment.

3. Punishment is the negative aspect of discipline.

4. Mass punishment should be avoided.[94]

5. United States citizens are liberty-loving and not as amenable to strict regimentation as some peoples.

6. Standardized procedures and methods are desirable to a great extent.

7. There are times when quick decisions from a central authority are necessary and they must be obeyed to achieve success.

8. In that discipline of the body means physical training and hardness of the physique or spirit, it is desirable.

93/ F. A. Magoun, "Principles of Disciplining", Personnel (November, 1945), Vol. 22, No. 3, pp. 161-170.

94/ F. A. Magoun, "Principles of Disciplining," Personnel (November, 1945), Vol. 22, No. 3, pp. 161-170.

ntate of discipline in institutions. The only differences were definitions and beliefs concerning military discipline. Following are a few conclusions which are acceptable to all persons, with few exceptions, or which are verified by facts:

1. Good discipline is a process of suggestion and punishment is a last resort.[23]
2. A well disciplined unit needs little punishment.
3. Punishment is the negative aspect of discipline.
4. Mass punishment should be avoided.[24]
5. Veteran Army officers are liberty-loving and not as amenable to strict regimentation as civilians.
6. Standardized punishment and rewards are applicable to a great extent.
7. There are times when units demonstrate from a general standpoint the assurance and they must be shown to believe a reason.
8. In that discipline of the body means physical training and harmony of the physique or health, it is desirable.

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[23] F. A. Hagman, "Principles of Disciplining", Personnel (November, 1943), Vol. 24, No. 2, pp. 143-144.

[24] F. A. Hagman, "Principles of Disciplining," Personnel (November, 1943), Vol. 24, No. 2, pp. 143-144.

9. When crimes are committed punishment is usually necessary.

10. The act must be punished rather than the man.[95]

11. The nature of the punishment must be a logical out-growth of the act.

12. Punishment, when deserved, should be sure and immediate.

13. Punishment must be administered unemotionally.

14. Punishment must be within the limits allowed by regulations.

After surveying the various psychological experiments concerning reward and punishment he arrived at the conclusions that a person may be affectively motivated away from punishment which is disliked, or he may be effectively motivated toward reward which is a desired goal. Young found no conclusive evidence as to the relative, immediate effectiveness of the two. The difference between the two he pointed out lies in the attitude of the individual person, his desire for the reward and his dislike for the punishment.[96]

95/ Pennington, et al., op. cit., p. 72.

96/ Young, op. cit., p. 314 f.

9. When orders are consistent punishment is usually necessary.

10. The act must be punished rather than the man.[23]

11. The nature of the punishment must be in the out-growth of the act.

12. Punishment, when necessary, should be with man immediately.

13. Punishment must be administered impartially.

14. Punishment must be within the limits allowed by regulations.

After surveying the various psychologists on punishment concerning reward and punishment he arrived at the conclusions that a person may be effectively motivated may from punishment which is unlike, or he may be effectively motivated towards ideals which is a contrast well. Young found no conclusive evidence as to the relative, immediate effectiveness of the two. The difference between the two is pointed out like in the attitude of the individual persons. He denies for the reward and he claims for the punishment.[24]

23/ Pennington, et al., Op. Cit., p. 70.

24/ Young, Op. Cit., p. 314 f.

The less desirable results stem from the fact that a negative attitude resulting from the punishment usually lasts and becomes a motive destructive to good morale. The general psychology of the above conclusions is included in techniques #55-57.

The Army Air Forces Aviation Psychology Program, after analysing extensive data on Air Forces Officers and men, announced the conclusion that "evidence supports the hypothesis that the adequate stimulus for fear is an intense and highly motivated situation to which the individual has no adequate means of adjustment." 97/ Pennington said, concerning soldiers, "They retreat when they feel they are weaker than the enemy. They attack when they are stronger or when their leaders have made them feel that they are stronger." "Inaction and suspense tend to cause men to get out of hand. The solution to this is to give them something to do that will require action and thought, or for the leader to do something that might inspire a feeling of security and confidence." 98/

The factors that were found to have reduced fear were:

97/ Army Air Forces Aviation Psychology Program, Psychological Research on Problems of Redistribution, Report No. 14, (Government Printing Office, Washington 1946, Preliminary Draft, p. 186.

98/ Pennington, et. al., op. cit., p. 223. See also pp. 225-227, 231, and 234.

The Japs deliberately avoided attacks from the front, using a negative attitude resulting from the realization's usually large and becomes a motive determinant to good morale. The general ideology of the Japanese soldiers is lowered in morale in comparison to Ko-37.

The Army Air Forces Medical Ideology Program, after analyzing questionnaire data on Air Forces officers and enlisted men concluded that Hyderman suggests the hypothesis that the Japanese attitude is "not in an intensely and highly motivated attitude to which the individual has no adequate means of self-control." [27] Hunington adds, concerning soldiers, "They assume that they feel they are greater than the enemy. They believe that they are stronger or that their leaders have made them feel that they are stronger." Information and research tend to corroborate this. The solution to this is to give them something to do that will require a motive and thought, so the Japanese is an unselfish that might lead to a feeling of security and confidence.[28]

The Japanese that were forced to be on reserve for years

27\ Army Air Forces Aviation Psychology Program. Personnel Research on Pilots of Bombardment Aircraft. Washington: Government Printing Office, Washington Press, Washington, 1945, p. 108.

28\ Hunington, et. al., op. cit., p. 200. See also op. cit., 1945, and 1944.

1. Confidence and morale
2. Effective activity
3. Social stimulation (seeing and talking with others, joking, et.)
4. Humor
5. Self control
6. Praying
7. Feeling lucky[99]

These principles are included in techniques # 30 and 49.

The story concerning the "Four Horsemen" of football fame was told by Knute Rockne.[100] The story concerned an important Notre Dame game. It occurred during the year when publicity for the "Four Horsemen" had reached a point where Coach Rockne was concerned about the influence it had upon the team itself. When the game started, he put in the line-up the "Horsemen" with the second string line. They

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99/ For an analysis of fear in combat see: Lessing A. Kahn, "A Discussion of Some Causes of Operational Fatigue in the Army Air Forces", Psychological Bulletin (January, 1947), Vol. 44, No. 1, pp. 34-53.

100/ Kenneth A. Meade, The Shortage of Scientific and Technical Personnel - What Industry is Doing About It. (Presented at the Symposium on the Shortage of Scientific Personnel, American Association of the Advancement of Science, Boston, Mass., December 28, 1946), p. 12.

1. Confidence and morale
2. Effective activity
3. Social stimulation (seeing, and talking with others, listening, etc.)
4. Humor
5. Self control
6. Praying
7. Feeling loved[99]

These principles are included in questions 1-50 and 49.

The story concerning the "Four Horsemen" or football team was told by Knute Rockne.[100] The story concerned an important Notre Dame game. It occurred during the year when responsibility for the "Four Horsemen" had resulted a point where Coach Rockne was concerned about the influence it had upon the team itself. When the game started, he put in an line-up the "Horsemen" with the second string line. They

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99\ For an analysis of fear in combat see: Lessing L. Tobe, "A Discussion of Some Causes of Operational Fatigue in the Army Air Forces", Psychological Bulletin (January, 1947), Vol. 44, No. 1, pp. 1-8.

100\ Kenneth A. Wells, The Structure of Intelligence and Leadership Personnel - Will Increasing Is Other Sense? (Principal of the Psychology on the Assignment of Military Personnel, American Association of Co-Operation of Science, Boston, Mass., Dec. 30, 1951), p. 12.

were playing a very strong team. As the game progressed, Notre Dame was gradually being driven backward toward the wrong goal line. Just as the opposing team was about to score, he put in the first line. They stopped the advance and Notre Dame went on to win the game.

Speaking to the team after the game, Rockne said, "Now you "Four Horsemen" have seen and read a lot about your performances so much so I got to fear it was going to your heads. You saw what happened in the game today. The reason I did what I did was to impress on you the fact that the "Four Horsemen" could not accomplish much without the Seven Mules in front of them."

were playing a very strong team. As the game progressed, Notre Dame was gradually being driven backward toward the wrong goal line. Just as the opposing team was about to score, he put in the Kiwi line. They stopped the advance and Notre Dame went on to win the game.

Speaking to the team after the game, Dorais said, "Now you "Four Horsemen" have been and read a lot about your performance so much so I got to feel it was going to your heads. You saw what happened in the game today. The reason I did what I did was to impress on you the fact that the "Four Horsemen" could not accomplish much without the seven Kiwis in front of them."

PART THREE

AN EXAMPLE SHOWING THE USE OF THE CHECK-LIST

CHAPTER VII

A CASE HISTORY

A case history is presented here to give an example of the value which one might expect to get from the check-list. It does not constitute proof of that value nor constitute statistically significant evidence. It is only one example, but a true one that occurred in the experience of a captain in the U. S. Navy when commanding a destroyer.

The bluejacket, whom I will call Boats, had served twenty years in the Navy, and almost all of that time he had been in trouble due to alcholic excesses. He was a problem. He was neither a leader nor a good seaman. He had been advanced several times to the rate of second class petty officer, and once during his career, he had been advanced higher to first class petty officer. Almost as many times he had been demoted, for at the time of this story he was a third class petty officer. Most of his old friends and contemporaries had long since become chief petty officers and warrant officers. Though Boats habitually staggered back from liberty completely inebriated, the commanding officer detected potential value in the man and attempted to make the most of his drunken sailor.

CHAPTER VII

A CASE HISTORY

A case history is presented here to give an example of the value which one might expect to get from the questionnaire. It does not constitute proof of that value nor constitute statistically significant evidence. It is only one example, but a true one that occurred in the experience of a captain in the U. S. Navy when commanding a destroyer.

The man involved, whom I will call Smith, had served twenty years in the Navy, and almost all of that time he had been in trouble due to alcoholic excesses. He was a problem. He was neither a leader nor a good manager. He had been advanced several times to the rate of second class petty officer, and once during his career, he had been advanced higher to first class petty officer. Almost on every time he had been demoted. For at the time of this story he was a third class petty officer. Most of his old shipmates and contemporaries had long since become chief petty officers and warrant officers. Though Smith is habitually stepped back from liberty completely instituted, the commanding officer detected potential value in the man and attempted to make the most of his drunken sailor.

The commanding officer checked the following PRACTICAL CHECK-LIST OF MOTIVATION TECHNIQUES as he would have checked it at the time he first took special interest in Boats. Alongside the suggested motivation techniques, he placed notations giving information as to what was actually tried, opinions as to why a technique was not suited to Boats, or the results actually obtained.

It should be noted here, that when the commanding officer finally left the ship, Boats had achieved the rating of first class petty officer. He was doing an excellent job of leading about eighteen men, he was taking better care of his men than of himself, and he had not been drunk for one year.

The commanding officer checked the following MARTIAL
MEMO-LIST OF MOTIVATION TECHNIQUES as he would have checked it at the time he first took special interest in Smith. Alongside the supposed motivation techniques, he placed motions giving information as to what was actually which options as to why a technique was not suited to Smith, or the results actually obtained.

It should be noted here, that when the commanding officer finally left the ship, Smith had achieved the rating of first class petty officer. He was being an excellent job of leading about eighteen men, he was taking better care of his men than of himself, and he had not been drunk for one year.

A PRACTICAL CHECK-LIST OF MOTIVATION TECHNIQUES

FOR USE BY THE UNITED STATES NAVY

Object: To aid officers in maintaining personnel in the highest state of efficiency, usefulness, enthusiasm for the service, and readiness for emergencies.

This is an attempt to condense and organize a very broad field into a check-list of practical use. Being a collection of generally approved, used, and accepted techniques or principles of motivation, this list is expected to aid officers in recalling useful items rather than to present something new. It might be used by an officer when one or more men are slack or negligent in their duties. He might use it about once every six months, when he has a free half hour, to review quickly his personnel program. He might ask a petty officer who has just mishandled a leadership problem to use the check-list, or the check-list might be used as one assignment in a Navy leadership school.

The scope of motivation in the Navy has been limited two ways in this check-list, namely:

A. The broad problem of obtaining maximum efficiency from personnel can be divided into five classifications. This check-list has been arranged to deal primarily with the last or fifth classification and the others only when they are interrelated or bear on it.

1. Planning work to avoid waste time, energy, and material.
2. Organizing men into an effective team.
3. Controlling men by requiring specific behavior.
4. Training men, or obtaining trained and able men.
5. Motivating individuals to exert most effective efforts.

B. This list has been limited to the consideration of personnel as individuals. It fits best the case of an officer who is evaluating the personnel situation within his unit by consideration of each man individually, but this list, with a few modifications, would be helpful to an officer considering a large group as a whole, even the entire Navy. In the last event, it is necessary to determine accurately what the average man, or the majority thinks, believes, and desires. In the interest of simplicity this list is pointed toward the individual approa-

Section I of the check-list is a series of questions which are not designed to yield a score nor to indicate whether conditions are relatively good or bad. Instead, they are intended to point out leadership areas where there might be room for improvement. Section II is a list of techniques suggested for improvements that might be indicated by Section I and pointed out by the reference numbers.

In order to aim this check-list specifically at an individual, indicate here in writing his name or the name of his job.

Boats
_____
Name or Job

SECTION I

Answer all of the following questions. Check either (Yes), (?), or (No). You may rightly feel that you have insufficient information to support a positive answer. In that case, check the (?). The information may be obtained by observing the man's actions, by

B. This list has been limited to the consideration of personnel as individuals. It also does its case of an attempt to evaluate the personnel situation which can only be accomplished of each man individually, but view that, with a few qualifications, would be helpful to an informed consideration of a large group as a whole, even the entire force. In our last case, it is necessary to determine quantitatively what the average and of the military units, helicopter, are desired. In any consideration of mobilizing that has to potential toward the individual equipment Section I of the consideration is a report of questions which are designed to yield a score and to indicate whether conditions are satisfactory and or not. Instead, they are intended to point out particularly those areas that may be prey for improvement. Section II is a list of questions designed for improvement that might be indicated by Section I and pointed out of the personnel problem.

In order to use this check-list successfully as an indicator, indicate only in writing his name or the name of his job.

Name or Job

SECTION I

Answer all of the following questions. Mark either (yes), (?), or (No). The key explains that the more indications the necessity to request a personnel consultant. If that point some the (?), the information can be obtained by checking the early actions.

interviewing him, by questioning others who know him, or by asking him to fill out and answer a questionaire. The questions are arranged roughly in that order. The questions, in general, easiest to answer, or those a leader should know through observation of the man, are first. Those which might require interviews are second. The last questions are most difficult to answer, and for them, a questionaire might sometimes be advisable.

Questions to Locate Areas for Possible Improvement	Answer (Yes) (?) (No)	Reference to Techniques
Has he some outstanding skill or knowledge?	(Yes) (?) (No)	3,4,9,11,14, 15,36,39,40
Is his name widelyknown aboard ship and in other ships or stations?	(Yes) (?) (No)	1,3,4,5,9, 36,48
Does he have several good friends among the crew?	(Yes) (?) (No)	5,9,12,35
Can he write home with pride about his job in the Navy?	(Yes) (?) (No)	10,19,20,21, 24,36,42,48
Does he feel that routines such as maintenance check-off lists are helpful?	(Yes) (?) (No)	16,37,43,26, 28
Does he feel capable of accomplishing the job?	(Yes) (?) (No)	14,18,36,39, 40,41,42,43, 49,50
Is he eager to learn his job or to pursue his studies?	(Yes) (?) (No)	14,15,16,17, 41,42,44,46
Is he effectively busy?	(Yes) (?) (No)	16,17,18,28, 30,49,52,38
Do his officers know his problems and give help or consideration when possible?	(Yes) (?) (No)	22,23,26,27, 30,29,34,39, 50,51
Has he made any special requests lately?	(Yes) (?) (No)	23,24,25,30
Does he generally accept suggestions in a spirit of willing cooperation?	(Yes) (?) (No)	18,31,45,47, 52,55,56,57, 58

Instructing him, by questioning others who know him, or by asking him to fill out and answer a questionnaire. The questions are arranged roughly in that order. The questions, in general, answer to answer, or those a lower should know through observation of the man, are first. Those which might require interviews are second. The last questions are most difficult to answer, and for this, a questionnaire might sometimes be satisfactory.

Questions to Locate Areas for Possible Improvement.	Answer (Indicating Deficiency)	Reference to Questionnaire
Has he some outstanding skill or knowledge?	(Yes)(?)(No)	3, 4, 9, 10, 14, 16, 20, 27, 40
Is his name widely known about ship and in other ships or ashore?	(Yes)(?)(No)	1, 2, 3, 6, 30, 40
Does he have several good friends among the crew?	(Yes)(?)(No)	5, 8, 11, 28
Can he write home with pride about his job in the Navy?	(Yes)(?)(No)	12, 18, 20, 22, 24, 26, 28, 29, 40
Does he feel that routines such as muster-rolls and work-off lists are fair?	(?)(No)	16, 27, 28, 29, 32
Does he feel capable of accomplishing the job?	(Yes)(?)(No)	14, 18, 27, 28, 29, 30, 31, 32, 33, 34, 35
Is he eager to learn his job or to pursue his studies?	(Yes)(?)(No)	14, 16, 24, 27, 28, 29, 30, 31, 32, 33
Is he effectively busy?	(Yes)(?)(No)	14, 16, 28, 29, 30, 32, 33, 34, 35
Do his officers know his problems and give help or encouragement when possible?	(Yes)(?)(No)	14, 16, 28, 29, 30, 31, 32, 33, 34, 35
Has he done any special research lately?	(Yes)(?)(No)	14, 29, 30, 31
Does he generally accept suggestions in a spirit of willing cooperation?	(Yes)(?)(No)	16, 28, 29, 31, 32, 33, 34, 35

Does he follow the group and conform to custom or the majority?	(Yes)(?)(No)	12,31,33,35, 45,47,52,56, 57,32
Does he take opportunities to throw his weight around, to dominate others?	(Yes)(?)(No)	41,42,46,47, 54
Does he accept responsibility?	(Yes)(?)(No)	23,44,46,47, 50,52
Does he speak of the ship's crew and teams as "We"?	(Yes)(?)(No)	4,5,6,7,8, 12,15
Does he feel the job is good enough for him?	(Yes)(?)(No)	11,13,14,19, 31,33,36,37, 58
Is he working well in order that he will be transferred to other duty?	(Yes)(?)(No)	17,24,25,50, 52,56,57
Does he feel his work is appreciated?	(Yes)(?)(No)	1,4,6,10,20, 21,39,48
Do his family and friends know his Navy reputation, if it is good?	(Yes)(?)(No)	1,2,3,5,6,20, 29
Is he proud to be identified as a member of the Navy?	(Yes)(?)(No)	1,2,6,7,8,16, 27,48
Does he know exactly what constitutes satisfactory performance in this job?	(Yes)(?)(No)	1,26,37,38
Is he proud to be known as one of the crew of this ship?	(Yes)(?)(No)	1,5,6,7,8,13, 15,27,29,48
Does he feel that he is progressing toward some future goal or aim in life?	(Yes)(?)(No)	15,36,37,38, 41,42,43
Does he feel his time is well spent and not wasted?	(Yes)(?)(No)	10,16,17,21, 24,36,38,41, 43
Does he consider his job of value to the Navy?	(Yes)(?)(No)	17,21,24,36, 43
Do his dependents, if any, have satisfactory living conditions?	(Yes)(?)(No)	22,23,24,27, 48
Is he reasonably well-satisfied with his income?	(Yes)(?)(No)	22,23,24,27, 43,48

Does he follow his gang and commit
to another or sign melodies?

Does he take opportunities to show
his wisdom around, or doubtedly musing?

Does he accept responsibility?

Does he years of the single story and
teams on "Ma"?

Must he feel the job is not enough the
idea?

Is he working well in order that he will
be transferred to other duty?

Does he feel his work is appreciated?

Do his family and friends know his long
reputation, if it is good?

Is he proud to be identified as a member
of the Navy?

Does he know exactly what constitutes
satisfactory performance in his job?

Is he proud to be known as one of the crew
of this ship?

Does he feel that he is progressing among
some future goal or aim in life?

Does he feel his time is well spent and
not wasted?

Does he consider his job of value to the
Navy?

Do his superiors, if any, have confidence
in his strong conditions?

Is he reasonably well-adjusted with his
income?

Is his feeling of personal importance in the organization about correct?	(Yes) (?) (No)	58,4,11,13, 14,21
Does he believe that any existing undesirable conditions are reasonably necessary?	(Yes) (?) (No)	25,34,43
Does he believe that his requests are considered?	(Yes) (?) (No)	22,23,27, 34,48
Does he notice that in some ways the ship seems to be run left-handed or awkwardly?	(Yes) (?) (No)	44,46,54
Does he know and comply with ship's orders?	(Yes) (?) (No)	34,40,43,52, 53
Does he believe his leaders are doing all they honestly can to help him as an indidivual?	(Yes) (?) (No)	27,34,39,43, 28
Does he think his leaders "know the score", or understand what really goes on and what should be done?	(Yes) (?) (No)	23,26,30,32, 39,49,50,51, 53,58,39
Does he believe that the better breaks go to those who perform best?	(Yes) (?) (No)	23,32,37,39, 54
Does he believe that in each case the man promoted is the best man?	(Yes) (?) (No)	32,37,39,54
Does he feel free to do as he pleases, within reasonable limits?	(Yes) (?) (No)	33,35,45,50, 51,53
Would he do as well if the threat of Naval discipline were removed?	(Yes) (?) (No)	28,50,56,57

Is his feeling self-centered, egotistic in the exaggerated sense certain?	(Yes)(?)(No) [illegible]
Does he believe that any existing undesirable conditions are temporary or necessary?	(Yes)(?)(No) [illegible]
Does he believe that his requests are considered?	(Yes)(?)(No) [illegible]
Does he realize that in some ways the ship seems to be run left-handed or unnecessarily?	(Yes)(?)(No) [illegible]
Does he know and comply with ship's orders?	(Yes)(?)(No) [illegible]
Does he believe his leaders are doing all they possibly can to help him as an individual?	(Yes)(?)(No) [illegible]
Does he think his leaders "know the score", or understand what really goes on and what should be done?	(Yes)(?)(No) [illegible]
Does he believe that the habits branch is to blame for certain deficiencies?	(Yes)(?)(No) [illegible]
Does he believe that he gets more or less than promised in the best way?	(Yes)(?)(No) [illegible]
Does he feel free to do as he pleases, within reasonable limits?	(Yes)(?)(No) [illegible]
Would he do as well if some change of these disciplines were removed?	(Yes)(?)(No) [illegible]

SECTION II

SUGGESTED TECHNIQUES OF MOTIVATION

The foregoing section was a list of questions designed to indicate sources of trouble or areas of possible improvement. If your answer to any of those questions was (No), it is suggested that you refer to those techniques indicated by numbers immediately following the (No). To do this, first check each technique below to which reference was made. You may happen to place several checks in front of some techniques. Examine all suggestions so pointed out. Those techniques checked several times tend to be more important than those checked only once. Select and try those which are applicable, not already in use, and which fall under your jurisdiction or authority.

Item No.	Check Here	Suggested Techniques of Motivation
1.	/	Promote good press relations. Help to obtain a good reputation for the man, the ship, and the uniform by supplying news items to local papers, home town newspapers, the negro press, Our Navy, All Hands, and sometimes the Army and Navy Journal.
2.		Cooperate with local, social clubs, and organizations. Help him to meet civilians, to make friends. Arrange ball games between the ship's team and local clubs.
3.		Develop a good nickname for him, one which will enhance his reputation. It will spread. A marine of no particular reputation was given the name, "Firepower Morgan". He soon had the fame of being a real fighting man, which he was, and he improved.
4.	/	Arrange a mutual admiration society. It will often happen that by their mutual compliments they will convince other people of their own excellence, and they may even convince themselves. This works especially well when both persons hold about equal rates.

Jurisdiction or authority.

5. Give a ship's party of the type the men want. It should be more than recreation for the men. It should help each one to make friends. It should give recognition to outstanding dancers, musicians, etc. It should help to satisfy friends and wives, potent factors.

6. / Give dignity and a personal touch. When you have arranged parties, Christmas celebrations, or commendations, it will sometimes pay to mail invitations to the homes of those who should be invited. When a man merits commendation a letter to his family, from his officer, will score a hit.

7. Use an insignia for the ship or unit. Make it good, full of meaning, and simple enough to stencil, if possible. Use it on party programs, baseball shirts, or a battle flag. A good slogan may be used the same way.

8. See that there are souvenirs of the unit available. These may be pictures, insignia, emblems, stickers, junk jewelry, or ship's pamphlets. Decalcomanias, i.e., transfers, are quite cheap and very popular, as are book matches.

9. Each man, if at all possible, should be known as unique in some desirable way. He should be famous for something, whether it be as best poker player, best acey-ducey player, best vision, strongest, best electrician, or best gunner. At least his officers should know his name.

10. // Give him some blatently obvious compliment, honest of course, but obvious enough to be almost funny. An example is a fake newspaper headline saying the ship is saved because Homer Brown is back from leave. He laughs, but likes it.

11. Ask his opinion on some important problem in the field of his specialty. Usually it will flatter him, start his thoughts, and secure increased cooperation from him, however, do not do this so often it indicates your ignorance or inability to make a decision. Seek to extend the areas in which he can make decisions. Taking orders is drudgery, but participation in planning and solving problems gives meaning to life and is a good method of developing men.

5. Give a simple party at home the one week. It should be more than preparing for the one. It should help each one to make friends. It should give recreation to graduates dances, meetings, etc. It should help to establish friends and which, guide culture.

6. Give dignity and a personal touch. When you have arranged parties, certain conventions, or meetings times, it will sometimes pay to call invitations to the times of those who should be invited. Then a party invitation or letter to his friends, from the officer, will score a hit.

7. Use an imagine for the only or well. Have it good, full of meaning, and simple enough to attract, if possible. Use it on party programs, personal cards or a basis flag. A good image may be used the same way.

8. See what there are everywhere of the week possible. Times may be pictures, buttons, holiday, stamps, pink jewelry, or ship's products. Commercial, i.e., trucks, are quite cheap and very popular, as are your machines.

9. Each man, if at all possible, should be found or engage in some desirable way. He should be known for something, whether it be the best baker, best door-bell ringer, best visitor, circulator, solicitor, or best grader. At least his neighbors should know his name.

10. Give his some instantly obvious compliment. Invent of course, but others enough to be almost true. An example is a face somewhat or smiling saying or only is saved because there is some law (very be laughed, but then it.

11. Are his whiter or some important problem in the of his specialty. Usually it will flatter him, make his thoughts, and secure learned conversation from him. However, do not be sure as often it indicates poor ignorance or inability to make a decision. Use to extend the event in way to you make business. Taking where is dangerous. Do not [illegible] friendly and active [illegible] is a good method of [illegible].

12. Teach him the ways of men and how to get along with them. One good suggestion given tactfully might make him one of the boys instead of an outcast. This is difficult as it enters the fields of psychiatry and psychology, but sometimes it will be possible to effectively point out a major personality weakness. His family history might throw light on the problem.

13. Respect his rate or status in the Navy. There is more to be gained from promoting his pride than from breaking it. If he thinks he is good, let him show it. Give ample apportunity. Many bluejackets dislike going back to school because they are usually treated as recruits.

14. Get the right man in the right job. Select for your organization only those men who are interested in the work to be done, and, if that does not solve the problem, place each man in the job which most interests him. The ideal situation is usually impossible, but the closer it is approached, the more performance will improve. Consider his abilities in the same way. He will be inefficient if the job is too difficult. He will be inefficient if the job is too easy and no challenge.

15. Allow him to branch out and specialize along a line which interests him. If he shows interest in any sport or activity, give him all the support possible to help him form a team or get the activity moving. He will be rightfully proud of accomplishment and the ship should benefit.

/ We did this. Much initiative was allowed in the new job.

16. Develope his interest in the subject or the job. Give an inspiring talk. Appeal to his imagination by vizualizations, magnification, inflation, stimulating case problems, questions, charts, pictures, and cartoons. Suprise and shock him to gain attention and interest. If there is a job that fits the man, first interest him in the job, then let him have that job. See that his leaders are enthusiastic. Interest is contagious. Make your own interest infectious.

/ The commanding officer personally told him that the job was needed and that he was the best man for the job. He did a good job.

17. Persuade him to the task. Use salesmanship to explain away his objections, to show facts, to give examples, and to show the advantages, the disadvantages.

12. Among the many of you who may be yet along with them, the good conversation given hurriedly which has one of the keys instead of an answer. This is difficult as it covers the fields of psychiatry and personnel, but somehow it will be possible to effectively point out a major personality weakness. The family history might throw light on the problem.

13. Because the role or status in the Navy. There is more to be gained from counseling his wife than from brooking it. If he thinks he is good, let him show it. Give equal opportunity. Many disciplinary difficulties going back to school because that are usually traced to recruits.

14. For the right man in the right job. Guides for your organization only those men who are interested in the work to be done, and, if that does not solve the problem, place each man in the job which most interests him. The final situation is usually impossible, but where it is approached, the more performance will improve. Quality the abilities in the long run. He will be frustrated if the job is too difficult. He will be frustrated if the job is the easy job of quantity.

15. Allow him to become one and specialize along a line which satisfies interests him. If he shows interest in any work, assignment or activity, give him all the support possible. Make allowance from a time or put the authority behind. He will be vigorously proud of accomplishment and the ship should benefit.

16. Develop his interest in the subject or the job. Give an inquiring mind, spread to his interpretive to administrative, supervisions, industrial, [illegible] [illegible] quantities, charts, pictures, [illegible] [illegible]. Develop and encourage him to gain information and knowledge. If lower in a job that [illegible] [illegible], first interpret the job to him, then let [illegible] [illegible] job. Be that are [illegible] [illegible]. Interest is contagious. Make your men interest [illegible] [illegible].

17. Pressure has to be [illegible]. The [illegible] to [illegible] [illegible] [illegible], [illegible], [illegible], [illegible], and to [illegible] the [illegible].

the easy way, and the hard way. Give a pep talk. Acting ability is extremely valuable. Appeal to his sense of duty, fairness, or moral code. It will sometimes move him to greater action, but in general, this motivation is not strong enough to move him if he believes that by so doing he stands to lose in some way. Such a sacrifice would appeal to him only if he were assured of regaining the loss, and possibly more.

18. / Get the majority of the crew moving on the desired project. It will probably gather momentum and attract him. He will probably join the stampede.

19. / Give every job in the ship a simple title which can be used with pride in a letter home. Every mother's son should be in charge of something. Ideally the job should be a pleasure and a reward in itself.

20. // We did this and had good results. He carried a black book in which inspection results were entered.

Publish his results in a competition or task at which he excelled. Competition is usually valuable because it is a chance to prove ones worth. Individual competition is superior to group competition, and a system of competition in which he attempts to beat a standard or past record is better than a system in which one man wins and the rest lose, better that is for motivating the individual man.

21. // We did this. Results were good. He was praised for returning to the ship when he expected blame for intoxication.

Give congratuations, praise, recognition, credit, and commendations whenever possible. This has been proved to be more effective in general than noting only poor performance, reprimanding, blaming, and criticising. However, when praising is done excessively, it tends to lose effectiveness. Give more praise than is due, but only when it is due. Reprimanding is, however, a useful art. One useful statement in semi-reproof is, "I want to commend you. Just give me a chance."

22. / Show interest in the welfare of each man. Try to give him what he feels is needed if it is compatible with the needs of the service. See that he understands the needs or objectives of the Navy.

23. /// We did this.

Find out what he really wants. Many officers make mistakes here. Often he cannot express his inner wants or does not know them. Things like appreciation, recognition, social acceptance, fairness, and religion

23. are sometimes hard to ask for. Some sailors do not like to inquire about promotion or even ask for leave, but expect their officers to offer these when deserved. Laziness is a symptom of insufficient motiviation. Find the trouble and rectify it. Eliminate conflicts and develop useful motives. It is good to schedule interviews each quarter in order to get every man. At that time, many routine things could also be checked off, such as fitness reports, beneficiaries, service records, qualifications, etc.

24. // We rewarded him with praise, acceptance, and a feeling of personal importane.

Rewards and prizes can be used to increase effective effort. Knowing what he wants will help you select prizes in the "coin of the realm" or things he wants. If he especially needs money, help him qualify for special pay. However, extra liberty might mean more to him. A good example was a brass ash tray made personally by the commanding officer with his signature etched on it. The men wanted that prize. Sometimes promise him what he desires as a reward, <u>but keep your word</u>. Never promise anything you cannot faithfully deliver.

25. /

Do him a favor, but to obligate him will often show adverse results. Most men do not like to feel obligated to anyone. He might be very happy to do you a favor. It is better this way, as long as the favor does not obligate you as an officer. An occasional sacrifice, for the good of the ship or the service, usually helps to stimulate morale. A man usually feels a little bit noble about doing such a thing as volunteering to take the duty during a ship's party.

26. // We did this with very good results.

Make inspections carefully. Locate important troubles raise the ship's standards, and improve morale. Give praise where it is due. Criticize dust when it is a week old, not when it is a thirty minutes accumulation. Do not waste two days preparing for Saturday's inspection. Make them know they are there for a purpose. One example is the captain who would ask men where they had purchased the uniforms. He would compliment the good purchases, but he hunted for those who had been cheated in order to go after the tailors. He thus took an interest in his men.

27. / Help him in satisfying his needs by such means as obtaining financial credit in emergencies, arranging legal matters, writing requests for shore duty, and obtaining service benefits.

28. // Help him to have ways and means for recreation. Health is an important factor in his efficiency, but don't force physical health on him at the expense of mental health, or morale. The health giving benefits of the athletic facilities at Pearl Harbor were nulified to a great extent when ships were directed to send quotas for recreation. Recreating by the numbers is not fun.

29. / Give personal attention, if only in the form of an interested attitude, to marriages, sickness in the family, new babies, and birthdays. It might be wise to send announcements of marriages or births in which chief petty officers are concerned to the Army and Navy Journal. It would be well to have the cook maintain an up to date file of the birth dates of all crew members in order to be ready with cakes. Don't show favoritism by giving cakes for some birthdays but not all.

30. /// If his attitude is less than desirable because of a fear of the job, or battle, or responsibility, that fear can be lessened by further explanation of the facts, explanation of the enemy, explanation of the plan and policy, and by providing some helpful device as a gun, or a helmet. Some factors reducing fear are confidence, morale, effective activity, social stimulation, humor, self-control, praying, and feeling lucky.

31. / Resist his system and his demands by agreement with his arguments but not his assumptions. Attacking his logic attacks him personally. Sometimes it is possible to accept his ideas but to add something to nullify them.

32. / Determine who are the natural leaders, those whom the men follow in their informal social groups. If possible, these are the ones who should develop into the official leaders. This does not mean the loud show-how boys who usually lead the first day or two.

33. Give him an opportunity to try leading officially. Let him sign a few more papers. Leading petty officers like to see also their own signatures on such as the damage control bills.

/ He was put in charge of the messing compartment and the messmen.

34. Recognize his complaints. Grievances should have some outlet. They are real to him, and you might as well accept them as a problem. Set up a procedure for locating and resolving his grievances. Come to an understanding. At least let him talk it out. An officer only fools himself when he says his door is open to all grievances. Only a few walk in. Grievances should be settled as quickly as possible and as near the source as possible. Ideally, the man's immediate superior should be able to settle the thing. The aim is to settle it to everyone's satisfaction, and that cannot be if the grievance is blocked by some officer. The man with a grievance should be able to wait until a session when all grievances are invited, or he should be able to put it on a simple request blank and take it to a request mast. After satisfying the individual it is desirable to remove the cause of similar complaints throughout the ship. Interviews with men being discharged are helpful.

35. / Arrange to give him an independent job for a change. In fact, it has been shown that almost any change, such as ventilation of lighting, will increase production if it is made in an honest effort to consider the needs of the individual.

36. // We did this and obtained good results. Assign him some task of special importance at which he can succeed, or when starting him on a new type talk, make it first an easy task at which he can succeed. Definite success increases interest, pride, and confidence. Fit a task to the man.

37. // We did this and found it to be very important. Results were good. Set definite standards of performance. An accurate goal, usually in itself improves performance. It permits a sort of quality control. It enables a more accurate measurement of performance as a basis of proficiency marks, or a competition. There should be understandable specifications telling when the task is completed, what is satisfactory performance, what is perfect performance, and what is the best record ever made. It must be a goal he can reasonably expect to be able to attain. Learning is much acceler-

[illegible] Give him an opportunity to buy healthy activities, [illegible] plan other more rewards. Leading policy officers [illegible] to see plan this-own education on such as the damage control drill.

[illegible] Remember his sensitivity. Strangers resent being [illegible] control. They are not to pry, and yet they are well [illegible] than as a problem. Set up a procedure for [illegible] photographing his privacy. Some have [illegible] photographing. At least let him talk it out. An [illegible] psychologist should be the [illegible] door in [illegible] to all privacy. Only a [illegible] [illegible] appearance should be settled as quickly as possible and [illegible] the more the appearance as practicable. Ideally, the man's immediate superior should be able to settle the thing. The [illegible] is to settle it to everybody's satisfaction, and that means be fair the privacy is violated by some officer. The man with a grievance should be able to wait until a session when all grievances are invited, or he should be able to put it on a simple request blank and take it to a request [illegible]. Either [illegible] the individual it is desirable to prevent the cause of similar complaints throughout the ship. Interviews with men being discharged are helpful.

[illegible] Arrange to give him an independent job for a change. In fact, it has been shown that almost any change such as ventilation or lighting, will increase production if it is made in an honest effort to consider the needs of the individual.

[illegible] Assign him some task of special importance in which he can succeed, or when starting him on a new type [illegible] make it first an easy task at which he can succeed. Definite success increases interest, [illegible] and confidence. Fit a task to the man.

[illegible] Set definite standards of performance. An example [illegible] usually in itself improves performance. It permits a sort of quality control. It enables a more accurate measurement of performance as a basis of proficiency marks, or a competition. There should be understandable specifications telling when the task is completed, what is satisfactory performance, what is perfect performance, and what is the best record ever made. It must be good in our production economy to be able to attain. Learning is much accelerated

ated when there is a recognized, immediate goal. Pilots learn safety precautions faster after a recent crash.

38. /// We did this and pointed it up with regular inspections.

Set a progressive or moving goal, one that lets him know hour by hour, day by day, and year by year whether or not he is doing satisfactorily and improving. It may be his schedule for self-education, or for advancement in rating, or a graph of work done vs. the date to measure his progress.

39. //

Know your men, their achievements, interests, and abilities. Sometimes items of family history will be important. Keep a notebook and records of your men. Jot down observations, good and bad, as they occur. Records will back up such things as proficiency marks, promotions, rewards, and privilèdges. Your records will help to gain you a reputation for fairness. They will help to prevent wasting a man's time by giving the same lecture several times. If you should desire that your juniors keep theinotebooks, it would be well to supply them with notebooks printed to facilitate the records.

40.

Give him sufficient authority to carry out his orders. This may seem like an unnecessary caution, yet it constitutes one of the greatest complaints offered by men who are supposed to get a job done.

41. //

Help him by giving guidance, such as the now popular career planning. Help him get savings started if he so desires. Give him any help that he might reasonably desire in performing the tasks you assign. Advise him how to get information. A word to the radar operator at the right time will simplify his problem.

42. ///

Help him to achieve success by developing his abilities and skills. Give general and specific training and education to increase both interests and abilities. Tests of interests, achievement, and knowledge, given apart from any formal course of study can, in themselves, increase interest.

43. /

Give orientation in the local situation, indoctrination, in customs, rules, regulations, routine, policies, and objectives. Help him to see how the Navy's needs relate to his own needs, wants, and values. A ship's handbook is extremely valuable. It is usually more interesting than the ship's orders, better understood

and wanderers is a reasonable, immediate goal. Fitting large safety-precautions factor after a vessel [illegible].

38. Set a procedure or moving goal, and that let's his know by now, day-by-day, and/or by year whether or not he is doing satisfactorily and improving. It may be his schedule for self-education, or for advancement in rating, or a plan of work done so, the date to measure his progress.

39. Know your men, their achievements, interests, and abilities. Sometimes issues of family history will be important. Keep a notebook and jotting at your fingertips observations, good and bad, on the men. Memorize will back up such things as probationary [illegible], promotions, rewards, and privileges. Your records will help to give you a reputation for fairness. They will help to prevent wasting a man's time by giving the same lecture several times. If you should learn that your Petty keep the notebook, it would be well to supply them with notebooks printed to facilitate the transfer.

40. Give him sufficient authority to carry out his orders. This may seem like an unnecessary caution, but it constitutes one of the greatest complaints offered by men who are supposed to run a job crew.

41. Help him by giving guidance, such as the new regular career planning. Help his get unwise started if he so desires. Give him any help that he might reasonably desire in performing the tasks you assign. Advise him how to get information. A word to the wise operator at the right time will simplify his problems.

42. Help him to achieve success by developing his abilities and skills. Give general and specific training and education to increase his interests and abilities, fact of interests, achievement, and knowledge. Give credit from any formal course of study done, to stimulate, increase interest.

43. Give orientation in the local situation, information in customs, rules, regulations, routine, policies, and objectives. Help him to see how the Navy's needs relate to his own needs, wants, and values. A ship's handbook is extremely valuable. It is usually more interesting than the ship's orders, better understood

more widely distributed, and much appreciated as a souvenier. He should have a simple organization chart to show where he fits in. He should have another chart to show his avenues of promotion, with qualification references indicated.

44. / Teach a problem solving attitude, because a strict, bookkeeper mind will not see an exception to the rule when it is necessary. Teach a "can do" attitude. It is possible to develope a crew to the point that they are confident and eager to accept each challenge to show again they "can do anything".

45. // Hold an informal conference to plan the project if practicable. If the participants can hold a complete discussion seeing all sides and find a mutual decision they will have a better understanding and a better spirit of cooperation. Participation gives a man more satisfaction than following orders. As one opportunity, it is now required that the ship's welfare fund be spent through such discussion groups, composed of both officers and men, and subject to the commanding officers approval. Conferences are excellent for training and indoctrinating.

46. // Help him by supplying a method to do the job. This may be conventional education and training, or it may be more specific methods. Supply a better filing system, a findex, or notebook. Teach him to carry a notebook and to jot down ideas as they occur, in order that they may be saved and used. Supply a trick to aid the memory, such as a rhyming scheme. Give him a better machine or equipment.

47. // Habits and customs cause behavior to follow a pattern. You can turn them to your advantage or kill them. Add new ones or change the old. Training should aim to build up good habits. Steering becomes a habit as does swearing or handling battle telephones. If the helmsman occasionally uses left rudder instead of right, it might be a lack of understanding, or it might be a bad habit, e.g. misreading the compass. The customs that guide him are his own, not ones you try to impress on him. He must be convinced.

We gave him opportunity to develop a habit of caring for his men. This so occupied his time that he broke the habit of drinking on liberty.

[illegible] [illegible] [illegible] [

48. /// His work and improvements were recognized and marked in the book by the medical officer who made the regular inspection.

Give credit and recognition especially for new ideas. They are of value to the Navy and they give him a strong sense of achievement. Whether you get the ideas through a suggestion box or a casual conversation, appreciate them. Help him prepare them, submit them to the Navy, paptent them, publish them, profit from them, or put them into use. See that the enlisted man gets all possible credit. Suggestions, like grievances, must have an outlet.

49. /

He needs activity. He tends more to be happy and satisfied when busy. The activity is of greater value both to production and morale when it is useful activity, when he participates in the planning, when he understands, etc. This suggests closer attention to recreational facilities and education.

50. /// We did this to some extent.

Help him by making decisions which he can count on. He may dislike delaying his plans because of his officer's inability to decide. He needs a sense of security in handling his personnel affairs.

51. ///

Keep him informed as much as possible. The morning orders provide a good method as do bulletin boards, ship's papers, and morning quarters. Tell him, if at all possible, that the ship will be in New York City for the Fourth of July. His wife's parents may live there. Facts are the best means of combating rumors. Never repeat a rumor.

52. //

Require specific behavior by setting up rules, regulations, standard procedures, routine reports, responsibility, and an organization for checking, inspecting, and enforcing. This method is advisable to a limited extent. It includes no effort to get the maximum, willing effort from each bluejacket.

53. /

Check your orders to remove any unnecessary, excessively strict or harsh provisions. Orders are worthless when they are not practicable, but make certain that the orders, both written and oral, are readable, understandable, and reasonable. In general, control by too many orders does not elicit the willing cooperation and high morale of more flexible methods.

48. [illegible] credit and recognition especially for new ideas. They are of value to the [illegible] and they also [illegible] a strong sense of individual. Whether you are [illegible] the [illegible] through a [illegible] or a [illegible] [illegible] organization [illegible]. Only the people [illegible] [illegible] to the [illegible], [illegible] [illegible], [illegible] [illegible] [illegible]

54. / Organize his job well in order that he may work without wasting time waiting for others, and so that he may fit into the team effectively. A time and motion study might improve a gun crew or an engine room force. A process chart showing the actions of each man during each evolution or situation would help a crew to operate with a minimum number of men. A job analysis might show that he is overloaded with work, that he is responsible for more than his share. A flow of work analysis and organization analysis could show procedure bottle necks.

55. A nuisance might be supplied which would so annoy him when performance is not up to standard that he would come around and get in line. It might consist of excessive questioning, fewer priviledges, or dirty jobs. This works, but is detrimental to morale. There are better ways.

56. / Use masts, courtsmartials, convictions, and punishments to enforce obedience and compliance only when necessary. Warnings and threats of discipline are undesirable in general. Threats are resented.

He had been punished too many times.

57. / Physical force may work sometimes to keep a man in line, but in general it is illegal, out of date, and unsuited to use in the present United States Navy.

58. Use these techniques with an eye to the objective. For example, a petty officer may have excessive pride in his own personality or skill and he may only blame others for inefficiencies in his department or gang. In that case the motivation technique may be aimed at development of team spirit and pride in leadership. Rewards and recognitions may be given for overall results of the unit. Orientation can be planned to develop a better perspective. The famous "Four Horsemen" of football were given a new perspective in one important game. They were on the losing end until the first string line was put in.

The Officer, who supplied the story, made the following comment. "I think this is an excellent plan, for it suggested other procedures we should have tried on this fellow."

Of course one favorable opinion, or one successful case, however exaggerated it may be, can not prove the worth of the check-list. However, the following results can be claimed for the one example:

1. The leadership methods which had actually been used with success were included among the checked motivation techniques.
2. Other motivation techniques were suggested to the checker which seemed to hold promise, and which might have improved the man's motivation even more, or which might have been alternative solutions.
3. In general, those suggestions which were checked the greater number of times were the ones actually used and found successful.

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CONCLUSION

This thesis presents a new instrument for personnel administrators, particularly for officers in the United States Navy. The title of this instrument is A Practical Check-List of Motivation Techniques For Use By the United States Navy. It is a different approach to one phase of the old problem of leadership; an approach to improve motivation, the attitudes, interests, willingness, and enthusiasm of individuals to cooperate, work, and fight for the good of the ship, the Navy, the Nation, and themselves.

The techniques of motivation have been selected from many sources. They are not new. But the organization, arrangement, and presentation of these techniques are new. There are three main features to the arrangement of the check-list: First, Section I of the check-list contains a list of questions to be answered by the leader. The questions are designed to cause the officer to evaluate more objectively the motives and motivation of each man. They tend to cause the officer to become more objective in his appraisal and to see more clearly. Second, Section II of the check-list is a list of fifty-eight techniques which can sometimes help motivate men of the Navy to perform their jobs more efficiently, usefully, and enthusiastically.

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Third, there is a system of reference numbers after each question in Section I which refer to specific motivation techniques in Section II. The techniques which are suggested by the check-list depend upon what answers are given to the questions of Section I concerning the individual man being considered.

The techniques of motivation have been selected from generally accepted principles in the fields of psychology, business leadership, public administration, philosophy, religion, and military leadership. These are not all of the possible techniques, yet they comprise a fairly complete selection of those which can be reasonably substantiated. They are compact and useful in this form.

The check-list has not been proved in real use as yet. But fourteen Navy officers, four Army officers, and one Navy chief petty officer have offered the opinion that it will be a valuable aid in many instances. It is hoped that it will prove of value when a leader finds men slack or negligent in their duties, or when he might have a free half hour to review quickly the motives of his personnel. It is also hoped that it will prove of value for instructing new leaders, officers, and petty officers in this important phase of leadership.

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